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Confidential
INSPECTION REPORT

Lee Brigg First School

Normanton, Wakefield

LEA area: Wakefield

Unique reference number: 108149

Headteacher: Mrs Kathryn Wassell

Reporting inspector: Rod Spinks
2783

Dates of inspection: 5 – 9 February 2001

Inspection number: 196601

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INFORMATION ABOUT THE SCHOOL

Type of school:	First School
School category:	Community
Age range of pupils:	3-8
Gender of pupils:	Mixed
School address:	Lee Brigg Altofts Normanton Wakefield West Yorks
Postcode:	WF6 2LN
Telephone number:	01924 302515
Appropriate authority:	Governing Body
Name of chair of governors:	Mr Christopher Dean (Acting)
Date of previous inspection:	14 July 1997

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2783	Rod Spinks	Registered inspector	Science	What sort of school is it?
			Information and communication technology	The school's results and pupils' achievements
			Design and technology	How well are pupils taught?
			Special educational needs	What should the school do to improve further?
9981	Saleem Hussain	Lay inspector		Pupils' attitudes, values and personal development
				How well does the school care for its pupils?
				How well does the school work in partnership with parents?
23475	Karen Tomkins	Team inspector	Mathematics	Pupils' attitudes, values and personal development
			Art	How good are the curricular and other opportunities offered to pupils?
			Music	
			Physical education	
			Foundation Stage	
			Equal opportunities	
20368	Sue MacIntosh	Team inspector	English	
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Lee Brigg First School is situated in the village of Altofts on the northern edge of the town of Normanton. The school caters for pupils in the age range 3 to 8 years. It is of average size with 188 pupils of whom 52 are in the Nursery. Children enter the Reception class at the start of the term of their fifth birthday, which means that children move from the Nursery to Reception on three occasions during the year. 7.8% of pupils are eligible for free school meals which is below the average nationally. 12% of pupils are identified on the school's register of special educational needs which is close to the average and a statement of need is held in respect of two pupil which is below average. There are three pupils for whom English is an additional language. Overall, pupils are from neither particularly advantaged nor disadvantaged backgrounds. Their attainment on entry to the Nursery is broadly average. The school will become an infants school in September 2001.

HOW GOOD THE SCHOOL IS

This is a good school where pupils attain above average standards especially in reading and writing. Pupils personal development is excellent. The quality of teaching is predominantly good with some very good and outstanding teaching seen during the inspection. The school is well led and managed with clear targets for future development as an infants' school from September 2001. The effectiveness of subject co-ordinators is being developed but they are not sufficiently involved in the evaluation of the standards pupils achieve. The school gives good value for money.

What the school does well

- Excellent personal development of pupils including their spiritual, moral, social and cultural development.
- High standards in reading and writing.
- Good teaching.
- Good behaviour and relationships.
- Good Nursery experiences for the youngest pupils.
- Good links with parents, particularly through the effective beginning to the school day.

What could be improved

- Teachers' assessment of pupils' work in relation to National Curriculum standards and the use of this information to guide the way teachers plan work for pupils.
- The organisation and planning for Foundation Stage children.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in July 1997. There has been a steady and consistent improvement in the school since that time. Pupils are attaining higher standards on average when the varying proportion of pupils with special educational needs is taken into account. The quality of teaching has improved considerably with all teaching seen satisfactory or better and a marked increase in the proportion of good and very good teaching. The provision for pupils' personal development is now much better and is a major strength of the school.

STANDARDS

The table shows the standards achieved by 7 year olds based on National Curriculum test results.

Performance in:	Compared with			
	all schools			Similar schools
	1998	1999	2000	2000
reading	A	A	B	C
writing	A	A	C	C
mathematics	B	C	D	D

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Whilst the information given above provides an indication of the effectiveness of this school the apparent fall in standards in English and mathematics in 2000 resulted from a larger than average proportion of pupils with special educational needs in this small year group of forty-five pupils. Standards in reading have been rising steadily over the last few years with the small drop in 2000, however, standards in writing and mathematics have shown some decline although standards in writing remain above the national average. Boys are attaining well, especially in reading where they out-perform the girls in direct contrast to the national picture. The school sets realistically challenging targets for pupils' attainment. From the work seen during the inspection, standards by the end of Key Stage 1 in mathematics and science are broadly in line with those expected whilst standards in reading and writing remain above average. By the end of Year 3 pupils continue to make progress and are attaining standards which are above those expected in English and at least average standards in mathematics and science. Children enter the Nursery with broadly average levels of attainment. They make good progress in reading, writing and mathematics. Pupils with special educational needs make good progress to attain standards which are often above those initially identified in their individual education plans. Overall, pupils are achieving well. They enter the Nursery with average standards, enter Key Stage 1 with just above average standards and by the end of Year 3 are attaining generally above average standards.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good: Pupils enjoy school and show much interest in their work.
Behaviour, in and out of classrooms	Very good in lessons, assemblies, break-times and as pupils move around the school. The school is a very orderly community.
Personal development and relationships	Outstanding: Pupils are keen to take responsibility and show initiative in their learning. Relationships are very good, pupils enjoy each other's company and work together very well.
Attendance	Very good: Well above national averages. Punctuality is good.

Pupils' positive attitudes and their developing maturity have a significant impact on the progress they make. They concentrate well and work co-operatively in lessons to achieve common goals. They help one another with the tasks they are set. They make confident contributions to their lessons often expressing personal responses and views. All pupils attend school regularly and levels of pupil absence are low.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	Aged 7-8 years
Lessons seen overall	Satisfactory	Very good	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

In all inspectors observed 41 whole or part lessons during the inspection. All teachers were observed teaching literacy and numeracy. Inspectors judged that all teaching was at least satisfactory. 60% of teaching was judged to be good or better with 26% very good or outstanding. Good teaching is a strength of the school. Teachers have a secure knowledge of the subjects and plan challenging lessons for their pupils. They have generally high expectations and deliver lessons in a lively manner and at a good pace, which enables pupils to make consistently good progress. Where teaching is satisfactory teachers do not always ensure that all pupils make good progress by providing suitably challenging work for all abilities.

The teaching of literacy and English is generally good. Teachers have a secure grasp of the subject material and use the national strategy to deliver effective lessons. They are particularly good when leading the shared reading sessions; this is developing good expression in pupils' reading. The teaching of numeracy and mathematics is generally good. Teachers are using a range of methods within the National Numeracy Strategy to ensure that pupils make progress. Teachers make use of every opportunity to reinforce learning and to relate current work to that done in previous lessons.

There were good examples in many subjects of the effective use of literacy and numeracy in the subjects of the curriculum, for example, when pupils gathered information from texts for the history project on

toys in Year 1 and the collection of data in a Year 2 science lesson.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Generally broad and balanced, however, the curriculum for children under five is less secure.
Provision for pupils with special educational needs	Very good: Support staff are well briefed and make a significant contribution to pupils' learning.
Provision for pupils with English as an additional language	Several recently admitted German speaking pupils are being effectively supported through a range of appropriate strategies.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Outstanding: Pupils are consistently encouraged to make personal responses within lessons as well as in assemblies and at other times. They show through their very good responses that they are aware of the impact of spiritual, moral, social and cultural issues on themselves and others.
How well the school cares for its pupils	Good: Staff are very caring and want pupils to do well. There are good procedures to support this aspect of the school's work.

The school has detailed planning procedures to ensure that all aspects of the National Curriculum and religious education are taught. The curriculum planning for the Foundation Stage whilst detailed does not necessarily ensure consistency of children's experiences as they move from Nursery to the beginning of Key Stage 1 class. Pupils' with special educational needs are very well supported through a system of in-class support and withdrawal for specific skill development.

Pupils' personal development is outstanding. The school provides a wide range of opportunities, including a residential experience for pupils in Year 3, for pupils to develop their social skills. Spiritual and cultural development are enhanced in many lessons and pupils are encouraged to make personal responses for example, to stories and works of art. Teachers provide pupils with good examples of social and moral attitudes through their approach to pupils and lessons.

Staff know their pupils well and support their development well. There are established procedures for monitoring pupils' personal and academic progress. However, the quality of teachers' assessments is variable and not always sufficiently linked to attainment within the National Curriculum and this reduces their effectiveness.

The school works very well with parents. At the start to the day parents are encouraged into school to sit and read with their child before school begins. In most classes over half the pupils can be seen reading to a parent or carer each morning from 8.45 until 9.00 o' clock. This activity has had the effect of continuing to raise reading standards. Parents are well informed about the work of the school, although many find the language of the National Curriculum confusing. Annual reports for parents are detailed and helpful although they do not always clearly identify what pupils know and can do or what they need to do to improve.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good: The headteacher provides good leadership and has set clear targets for the future development of the school. Subject co-ordinators have worked hard to develop their roles but the monitoring of standards is insufficiently rigorous.
How well the governors fulfil their responsibilities	Very effective: Governors are well informed and clear about their roles and responsibilities. They have a good understanding of the strengths and weaknesses of the school.
The school's evaluation of its performance	Effective: Senior staff analyse pupils' performance using a range of appropriate data. They compare the effectiveness of the school with similar schools.
The strategic use of resources	Good: The teachers are well qualified and are deployed effectively. The school has adequate resources to deliver all aspects of the curriculum and recent enhancement in the number of computers has improved pupils' access to them. The building is well maintained and is a clean and welcoming environment for pupils

The headteacher provides effective leadership for this school. She has a clear view for the future development of the school as an infant's school. Subject co-ordinators have developed their monitoring role with regard to the curriculum but not yet in terms of the standards pupils attain. The headteacher ensures that governors are well informed and several of them regularly observe the work of the school. They are fully involved in drawing up the school's development plan and in setting the budget. They monitor spending closely and seek to ensure best value in all purchases.

There are sufficient well-qualified and experienced teachers and the support staff are also well qualified. They work in a clean and well-maintained school and enhance the learning environment with good displays. The planned provision of an outdoor secure play area for pupils in the Reception class will improve the provision for these pupils.

There are sufficient resources to support learning. The provision of a wide range of reading books for pupils to read at home alongside the reading scheme books in school, contributes to the high standards pupils attain in reading.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children enjoy school and make good progress. • Good leadership and management. • Good teaching. • The school's high expectations of their children. • Staff are approachable about any problems. • The school helps their children to become mature and responsible. 	<ul style="list-style-type: none"> • The quality of information about pupils' progress. • The consistency of homework. • The range of extra-curricular activities

Parents' positive views are well founded. The quality of information for parents is generally good but inspectors agree that pupils' annual reports do not always say how well pupils can perform or set clear targets for future learning. The range of extra-curricular activities is limited, however, pupils have many opportunities to enhance their learning through visiting musicians and theatre groups as well as many trips and visits; pupils in Year 3 have the opportunity of a residential experience in Hornsea. Reading homework is used regularly but other subjects are more variable in effective use of homework.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Inspectors based their judgements on an analysis of test and assessment results, direct observations of pupils in lessons and a detailed scrutiny of pupils' present and past work. Discussions were held with pupils where other evidence was limited to establish what pupils knew and could do.
2. The early assessment of children on entry to the Nursery indicates that children's attainment on entry covers the full range, and overall attainment is in line with expectations.
3. Most children enter the Reception class from the Nursery. (They enter the Reception class at the start of the term of their fifth birthday. Children enter the Reception class three times each year). After making good progress in the Nursery, their attainment is broadly just above average on entry to Reception.
4. By the end of their Reception Year children are attaining standards which are broadly above those expected in all areas of learning. However, the number of pupils with special educational needs varies from year to year resulting in significant variations from year to year in the average standard for the year group as a whole. The school seeks to identify these pupils as early as possible in order to give effective support.
5. By the end of Key Stage 1 pupils are attaining standards which are above the national average. In the 2000 tests and assessments for seven-year-olds standards in reading were below the national average for the proportion attaining the expected Level 2 but above average for the proportion attaining Level 2b or above and well above for the proportion attaining the higher Level 3. Standards in writing were below the average for the proportion of pupils attaining the expected Level 2 or better, but well above the average for the proportion attaining Level 2b or better and the higher Level 3. Standards in mathematics were close to the average for the proportion of pupils attaining the expected Level 2 or above and for Level 2b or above but well below the average for the proportion attaining the higher Level 3. Standards in science judged by teachers' assessments were well below the national average for pupils attaining the expected Level 2 or better. They were in line with the average for pupils attaining the higher Level 3.
6. There is an underlying trend of rising standards over the last few years, but overall data shows a fall in 2000. These figures reflect the impact of a significant number of pupils identified on the special educational needs register at stage 3 or above who did not attain Level 2 or better; but the figures also show that the other pupils attained above average standards.
7. In comparison with similar schools, using national benchmark information, on the 2000 test results, standards in reading and writing were close to the average and standards in mathematics were below average.

8. From a scrutiny of pupils' written work and their work in lessons inspectors judge that current standards in Year 2 are at least in line with the nationally expected standards. Many pupils are attaining above this level in reading, writing and mathematics. Standards in science are generally above those expected especially in scientific investigations.
9. Boys are achieving well in their reading. Standards are well above average and boys are attaining higher standards than girls are, which is against the national trend. Boys also attain slightly higher standards than girls in writing and both are above the national average. In mathematics both boys and girls attain standards close to the national average with boys just above and girls just below.
10. From a scrutiny of pupils' current and past work inspectors judge that pupils in Year 3 continue to make at least sound progress.
11. Year 3 pupils are currently attaining standards which are above average in English and broadly average in mathematics and science.
12. The school sets realistic and challenging targets for the whole school and for individual pupils' attainment in national tests, based upon a wide range of assessment information. The school does not always achieve the targets set but effectively evaluates the progress pupils make. The managers of the school track the performance of individual pupils as they move through the school and use this information to measure the effectiveness of teaching and learning.
13. Inspection evidence shows that pupils are attaining typical standards in information and communication technology in both key stages. Standards are rising as a result of the recently improved resources. For example, pupils in Year 1 are able to produce simple pictures using drawing software and are beginning to word-process some of their work. Pupils in Years 2 and 3 access the Internet to gather information in support of their learning in the other subjects of the curriculum.
14. Standards in religious education seen in lessons and written work are at least typical of those indicated in the locally agreed syllabus. Pupils make very good progress in their spiritual understanding as well as learning about a number of religious faiths.
15. Standards in the other subjects of the curriculum are above those typically found in art and music and typical of those expected in design and technology, geography and history and by the end of Key Stage 1 and Year 3. Standards in physical education are typical of those expected in Key Stage 1 and above the expected level in Year 3.
16. Standards in literacy and numeracy are above average by the end of Key Stage 1 and Year 3. Pupils have many opportunities to use and extend their skills across the curriculum. For example, pupils in Year 2 are encouraged to use dictionaries in order to enhance their spelling in history and also collect and analyse data on pupils' preferences when studying apples in science.

17. Overall pupils are achieving well. They enter the school with average levels of attainment in the Nursery and by the end of Key Stage 1 are attaining standards generally above the national average. Standards in reading are well above average. In particular, pupils of average and above average ability make good progress to attain above average and high standards by the end of Key Stage 1 and Year 3. Boys are achieving particularly well in their reading and pupils with special educational needs achieve well against the targets identified in their individual education plans.

Pupils' attitudes, values and personal development

18. Pupils' attitudes, behaviour, personal development and relationships have all improved from the good quality found at the last inspection.
19. Pupils' attitudes to the school are very good. They are very keen and eager to come to school as they find the curriculum stimulating and enjoy their work. For instance, in a Year 2 mathematics lesson inspectors saw pupils answering quick-fire addition questions, eagerly and enthusiastically. All eyes were on the teacher as they tried to hear the questions as early as possible. In a Year 3 physical education lesson the work rate was very good as pupils explored different ways of moving imaginatively. Pupils show very high levels of interest and involvement in all aspects of school life. They look forward to extra-curricular activities including school trips and residential. A display of 'Our visit to Wakefield Museum' shows that pupils thoroughly enjoyed the visit and related work such as the 'toy trails' to their work in class. During an excellent assembly about caring, nearly all pupils whispered "yes!" with excitement as they were told they were about to sing *I have seen the light*. Children in the Foundation Stage are developing very positive habits in their learning.
20. For example, inspectors observed high levels of concentration and sustained listening from children in the library area, as the Nursery nurse explained what was happening in a big book story. Their attitudes and behaviour are very good.
21. Behaviour is very good throughout the school. This makes a considerable contribution to pupils' progress and the family ethos of the school. The school is a very friendly, happy and orderly place. Pupils are very sensible in classrooms and assemblies. Lunchtime is a very pleasant social occasion where pupils mix very well together and enjoy each other's company. At the end of breaks in the playground pupils respond well to staff and form orderly lines ready to go back to work. Pupils are courteous and respectful towards staff and visiting adults. Inspectors did not observe any instance of bad behaviour over the period of inspection. Pupils are trustworthy and care for property. They respect their own property and that of others. There is hardly any litter about the premises. Parents are rightly pleased at the quality of behaviour. There were no exclusions at this school in the last academic year and indeed, there have not been any for many years.
22. Pupils show very high levels of initiative and responsibility. They are good at deciding what learning resources and materials they need for their work. They are very keen to act as book, library, post, register and milk monitors. They perform their duties conscientiously and effectively. In the playground boys of different ages distributed and later collected skittles used as goal posts

without fuss.

23. Relationships are very good. Parents are particularly pleased at how well older pupils care for younger ones. Pupils listen to, and value each other's contributions and achievements in lessons. They form very constructive relationships with teachers and other adults. This begins in the Nursery and develops as pupils grow. Pupils co-operate fully with teachers and other staff at all times.
24. Behaviour management by staff is good with a consistent whole school approach reinforcing the behaviour code. Staff are extremely patient with pupils in explaining why certain behaviour is wrong. Through this, and much attention in personal, social and religious education, pupils have a good and clear understanding of the impact of their actions on others. Classroom rules are sometimes discussed in *circle times* and pupils have played a strong role in developing 'corridor rules'.
25. Pupils show very high levels of respect for the feelings, values and beliefs of others; for example, in religious education. Inspectors were impressed by the level of respect evident in pupils' letters to members of an Indian music and dance group that visited the school recently.
26. These factors result in an atmosphere free from bad behaviour such as bullying, sexism and racism. Bullying is not a problem. Parents and pupils told inspectors that the school deals with any problems quickly and effectively, and school records support this.
27. Enthusiasm for school is also reflected in very good levels of attendance. The rate of attendance is well above the national average for this type of school. Unauthorised absence is slightly above the national average. Punctuality is good and a smooth start is made to the school day. Attendance has risen from the good levels found at the last inspection. The school analyses attendance statistics frequently and takes positive steps to resolve any concerns by taking up any issues with parents.

HOW WELL ARE PUPILS TAUGHT?

28. Pupils are taught for all subjects, by their class teacher, in their age group classes except for one class of mixed Year 2 and 3 pupils. Two part-time teachers share the teaching of the Year 2 class.
29. Overall the quality of teaching is good and is strength of the school. Pupils respond well to their teaching and make good progress throughout Key Stage 1 and Year 3 to attain broadly above average standards by the end of Year 3.
30. During the inspection 41 whole or part lessons were observed. All classes were observed for their whole literacy and numeracy lessons. All teaching observed was at least satisfactory. 60% of teaching was judged to be good or better with 26% judged to be very good or outstanding.

31. The teaching of children under-five was always at least satisfactory and occasionally good. Teachers have a secure understanding of how children in this age group learn and plan appropriate experiences to enable them to make good progress. There are always opportunities for children to develop their language skills and social development is very good. Children are given many opportunities to develop early reading and writing skills, although teachers' planning records do not ensure that children who spend different lengths of time in the Nursery and Reception classes receive similar learning experiences.
32. The teaching in Key Stage 1 is very good overall. In total 20 lessons were observed of which two were outstanding, five very good, seven good and six satisfactory. Teachers have a very good knowledge and understanding of the subjects they teach. They plan lessons effectively and use a range of different approaches to deliver brisk and lively lessons which motivate pupils of all abilities to work hard and make good progress. They organise their classrooms well and manage pupils very well so that behaviour is always very good. For example, in a Year 2 numeracy lesson the teacher used a range of resources to encourage pupils to understand place value and solve simple problems and as a result pupils made very good progress. Teachers brief support staff very well enabling them to support pupils with special educational needs very effectively.
33. The teaching in Year 3 is good overall. In total 7 lessons were seen of which one was very good, three good and three satisfactory. Teachers have secure subject knowledge and plan lessons that challenge pupils of all abilities to achieve. Pupils consequently concentrate and work hard and briskly to complete the tasks they are set, so ensuring that they make good progress. Where teaching is very good teachers enthuse and motivate their pupils to achieve very high standards. For example, in a numeracy lesson the teacher's understanding of mathematics clearly motivated the pupils to concentrate hard and to seek as many different ways as possible to make 13p from a collection of coins in the short time allowed.
34. Teachers plan lessons effectively and mark pupils' work regularly. However, the quality of marking is inconsistent. Some teachers clearly identify what pupils know and can do and then set clear targets for further development whilst others rely more on effective spoken comments when marking work with pupils. However, in these cases there are few written comments to help parents, when looking at the books with their child, to identify what they need to do to improve.
35. The teaching of English seen was consistently good and never less than satisfactory. Teachers have a secure understanding of the subject material. They make effective use of the National Literacy Strategy to enable pupils to make good progress particularly in their reading.
36. The teaching of mathematics is good. Teachers plan their lessons effectively using the National Numeracy Strategy to ensure that pupils are challenged to make good progress.

37. Overall the quality of science teaching is good. In the two lessons observed one was satisfactory and the other outstanding. Teachers have secure subject knowledge and use a variety of teaching methods, which promote good science learning and so pupils make good progress. In the best lesson the teacher encouraged pupils to investigate thoroughly and to be confident in identifying conclusions from their practical work. The quality of teaching has improved since the last inspection and this is contributing to the improving standards.
38. The teaching of literacy is good overall and all teachers make very good links between the literacy programme and the other subjects of the curriculum. They frequently identify the strategies being used in literacy lessons and apply them in subjects such as history. For example, in a Year 1 history lesson pupils used their knowledge of the alphabet to find information in an index. Teachers encourage pupils to share their ideas; and as a result pupils listen and learn from their peers and teachers in informal and formal situations.
39. The teaching of numeracy is good. Teachers use pupils' numeracy skills to enhance their learning in other subjects, such as when measuring in design and technology or presenting data collected in their science lessons as bar charts and line graphs. In a physical education lesson the teacher used pupils' knowledge of compass directions to give instructions for turning.
40. In the other subjects of the curriculum it was only possible to observe a limited number of lessons during the inspection and so judgements on the quality of teaching in these individual subjects are not reliable. However, it is possible to make an overall judgement of the quality of teaching in these subjects. There are few weaknesses in the teaching of any subject and in general the teaching seen of all subjects was good.
41. Where there were relative weaknesses and teaching was only satisfactory, teachers allowed the pace of learning to slow down from the brisk pace seen in many lessons.
42. Teachers assess pupils work but such assessments are not sufficiently linked to the expected standards within the National Curriculum. Also, they did not use assessment information to identify work for children to do next with the result that work was not always well matched to the needs of all pupils.

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

43. The curriculum offered to pupils meets statutory requirements and is broad and balanced. Sufficient time is given to all National Curriculum subjects to ensure adequate coverage. Pupils are offered relevant learning experiences which maintain their interest and sometimes encourages them to pursue their learning beyond the classroom. Provision for pupils with special educational needs is good. These pupils are well supported through well informed classroom assistants.

44. The curriculum offered to the children in the Reception and Nursery classes is broadly satisfactory but variable. Individual children spend varying lengths of time in the Nursery and Reception classes. Planning for the Foundation Stage does not ensure that the appropriate early years curriculum is covered coherently for all pupils as they move from Nursery to entry into Year 1. While in the Nursery class, children experience a very wide range of appropriate and stimulating activities enabling them to make good progress towards the national early learning goals for three to five year olds. Provision in the Reception class is generally satisfactory but opportunities for outdoor play and the children's physical development are limited by the lack of an easily accessible outdoor play area.
45. The school makes appropriate use of the National Literacy and Numeracy Strategies. These are implemented in all classes in both Key Stages. They are most effective where teachers use the time well and plan activities that challenge and extend pupils of all abilities. In some lessons good use is made of the final plenary session to review and extend learning and to set a challenge for homework. Where the strategies are less effective, time is not well managed, the pace of the lesson decreases and pupils begin to lose interest in what they are doing.
46. The provision for extra-curricular activities is satisfactory although pupils have very limited opportunities to join regular school clubs. The school organises a variety of visits for the pupils. Visitors to the school also enrich the curriculum. For example, pupils visit a local museum as part of their history project and follow a 'toy trail'. Older pupils have the opportunity to take part in a residential visit. Recently a visiting Indian musician played a variety of musical instruments to which the pupils responded enthusiastically in their thank you letters and artwork. There is a successful lunchtime maths club which is well supported by the pupils. They enjoy the chance to use maths games and equipment and they consolidate their learning in doing so. However, the school currently runs no other clubs for the pupils.
47. There is a policy for promoting equal opportunities for all pupils and provision within the school is satisfactory. For example, younger pupils have access to a wide range of role-play activities and dressing-up clothes where care is taken to avoid stereotyping. Boys are achieving well in reading and writing, being above the national average in both. As a result, in the school's current development plan, the performance of girls is now being specifically monitored. Pupils with special educational needs have full access to the curriculum, for example, when working in small withdrawal groups they follow a similar programme to the main class.
48. Provision for personal, social and health education is very good. There is a comprehensive policy for sex education, which is largely delivered through topics and themes and through planned aspects of science. It is supported by visits from the school nurse and doctor and from parents. Health education, including drugs education is part of the science curriculum. Pupils are encouraged to bring fruit for playtime, which is supportive of education relating to healthy eating.
49. The school has good links with the community and takes advantage of local resources to enhance the curriculum. For example, pupils visit the mining and fishing museums and invite local people into school to talk about their Second World War experiences. To access information from beyond the locality, some pupils use the Internet. In a Year 3 lesson, for example, pupils

successfully carried out some research about Australia.

50. The school has effective relationships with other local schools. Some staff attend curriculum liaison meetings to share expertise and ideas. Close links with the middle school ensure a smooth transfer for Year 3 pupils.
51. Provision for the spiritual, moral, social and cultural development of pupils is excellent and a strength of the school. The general ethos of the school, with its warm and caring relationships is very conducive to the development of understanding and awareness in all these areas. Every opportunity is taken to promote pupils' development in these areas and to integrate and extend their development through all the subjects of the curriculum.
52. The school makes excellent provision for pupils' spiritual development both in lessons and in its acts of worship. For example, in a Year 2 movement and drama lesson, pupils became totally engrossed and absorbed in an African adventure and showed both emotional and imaginative responses to events in the story. In a whole-school hymn singing session, a clear and directed reflection time encouraged the pupils to focus on caring and kindness.
53. Acts of worship meet statutory requirements and make very good contributions to pupils' spiritual, moral, social and cultural development. They are well planned to be broadly Christian and encourage pupils to explore and reflect on values such as caring and kindness and beliefs such as forgiveness. Music is carefully chosen to create a calm atmosphere at the start and end of collective worship.
54. Provision for pupils' moral development is very good. Competitions and assemblies promote punctuality and attendance. In a Reception class lesson, pupils were helped to understand the right way to treat a new member of the class who does not speak English. Good behaviour is effectively promoted, praised and rewarded in line with the school's behaviour policy.
55. The school offers excellent opportunities for social development both in the playground and in lessons. Pupils are encouraged to take on a variety of responsibilities as monitors such as returning the register to the office, distributing and collecting resources and tidying the library. Lunchtime routines encourage pupils to be independent in managing their own lunch trays. Year 3 pupils have the opportunity to work independently in the corridor to create their own musical accompaniment to a story. Activities in classrooms often require pupils to work co-operatively. For example, in a Year 1 class, pupils worked effectively in pairs to solve maths problems using money.
56. Provision for cultural development is excellent and is a feature of the pupils' work in art, music, design and technology, literacy and geography. Teachers create stimulating displays and use artefacts, pictures and photographs very effectively to promote pupils' learning about their own culture and that of others. Visitors such as an Indian musician greatly enhance the cultural awareness of the pupils.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

57. The school has made some significant improvements to its provisions since the last inspection, for example, regarding monitoring and promoting good attendance and behaviour.
58. The school is effective in ensuring the health, safety, care and protection of all pupils. Relationships are very good and the school understands and meets its obligation to ensure that the welfare of pupils is paramount.
59. Many positive steps are taken to ensure pupils' health and safety; and the level and quality of support are good. The school provides a safe and secure learning environment. School staff and the governing body frequently review the security arrangements. Pupils receive a high level of supervision at all times of the day. The governing body carries out regular reviews of the comprehensive health and safety policy, and any consequent changes are introduced when necessary.
60. Safety checks are carried out frequently by staff and governors during each school term. Accident and emergency procedures are effective in dealing with any problems. All staff are trained and qualified to administer first aid. Fire drills are carried out regularly and are appropriately recorded.
61. The school has good links with the community which raise awareness of health and safety matters for pupils. For example, the school nurse is a regular visitor to monitor pupils' health and also give talks to pupils and staff on topics such as allergies.
62. Arrangements for Child Protection are sound. The Local Education Authority's procedures are fully followed. Staff have sufficient awareness and knowledge of what they need to do, if they have any concerns. The designated officer is appropriately trained to deal with any issues and attends refresher training periodically.
63. The school has developed a number of good quality policies to support pupils with special dietary or medical needs. For example, there are comprehensive procedures regarding asthma.
64. Procedures to promote pupils' attendance are good. They are effective in raising levels of attendance. There are frequent mentions in newsletters to parents about the importance of punctuality and good attendance. Some class teachers give rewards or treats for 100% attendance over a long period.
65. The school's procedures for monitoring and promoting good behaviour are very effective. An incident book records details of any serious and bad behaviour and this allows the school to identify any worrying patterns and trends. On the rare occasions that there are problems, this information is used effectively to monitor and track progress. Pupils are encouraged to approach staff or place a note in the box near the main door if they feel they are being bullied. Very good use is made of a variety of rewards and sanctions. Good work assemblies include special mentions and awards for kindness and good behaviour.

66. The educational and personal support and guidance given to pupils is good overall. The school has sound procedures to monitor and support pupils' academic development. A wide variety of tests are carried out periodically from Nursery onwards. Records of abilities and skill levels in all curriculum subjects and samples of topic work are included in each pupil's file. Through this, staff have plenty of information about how well pupils are getting on. However, the information gathered is insufficiently linked to the standards identified in the National Curriculum. There are good procedures to monitor and support pupils' personal development. Pupils' files include details about their attitudes towards the curriculum, peers and adults. There is also much information about levels of confidence, response to responsibilities and social skills. This enables teachers to monitor each pupil's development well and to provide appropriate advice and support where necessary.
67. The quality of assessment varies across the school. Considerable information is gathered regarding pupils' academic progress, but its use by teachers, to inform their curriculum and lesson planning is unsatisfactory so reducing the pace of learning and the progress pupils make. The school has largely addressed the key issue of the last inspection regarding assessment but its use to inform planning remains under-developed.
68. The school's procedures for identifying and supporting pupils with special educational needs fully meet the code of practice. The governor responsible for special educational needs is knowledgeable and well informed.
69. The school currently has three pupils whose first language is German who joined the school recently. Inspectors commend the school's efforts to support these pupils in tackling language difficulties. The school has taken quick and effective action in these cases. For example, help from teachers and support assistants is well focused. The headteacher has also engaged help from a local high school and specialist support from the Local Education Authority.
70. There are effective procedures in place to monitor the achievements of different groups of pupils. The information has resulted in the identification of girls' weaker attainment as an issue to be tackled in the school's development plan.
71. The school monitors attendance well and frequently analyses related data. This informs and focuses the help given by the school in individual cases and has a good impact on attendance. The registers are checked frequently by the head-teacher. There are rigorous procedures to follow up any unauthorised absence, including a telephone call to parents on the first day of absence. An educational welfare officer attends the school each term and gives appropriate support to the school and families. Staff are consistent in record keeping and keen to establish good patterns of attendance at school.
72. The school has a very well developed behaviour policy including procedures to involve parent, staff and the governing body if it becomes necessary. The effective implementation of this policy has led to the very good behaviour seen in the school. There has been no need to exclude a pupil for a very long time.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

73. Parents have positive views of the school. The meeting held with parents was positive and they are very supportive of the school's work. Replies to the inspection questionnaire, and responses given at the parents' meeting with inspectors show that parents have much confidence in the school and the quality of education provided. All parents replying to the questionnaire said that their children enjoy school. All those expressing a view said that: the school is well led and managed; teaching is good and; the school has high expectations for their children. Almost all parents feel that their children are making good progress. They find that staff are very approachable when there are problems. They are pleased with behaviour and say that the school is helping their children to become mature and responsible. Inspection findings confirm that all these views are firmly based.
74. A few parents feel that homework is inconsistent. Although the school has a written policy, the frequency and type of homework for each class is not clear to parents. The headteacher is aware of this and has plans to provide better and more specific information shortly.
75. A few parents are disappointed at the range of extra-curricular activities offered. Although school clubs are limited, pupils do have many visitors and school trips to enrich their learning. There is also a residential opportunity for Year 3 pupils, and so overall provision is satisfactory.
76. Links with parents are very effective and their involvement has a very good impact on the work of the school. The contribution of parents to children's learning, at school and at home, is good. These factors represent significant improvement since the last inspection.
77. The quality of information to parents, especially about pupils' progress is generally good. This represents improvement from the satisfactory quality at the last inspection. Pupils' annual reports provide a full picture of their academic, personal and social development. They provide clear information about what pupils know, can do and understand. Although reports are usually good, inspectors found that a small number give only general comments about progress and miss the opportunity of setting clear learning targets. This reflects a few parents concerns about the information they receive regarding their children's progress. A very good source of information for parents is the 'newsboard' where pupils can, and do, write about anything they wish, for example "I went to xxxx's birthday party – it was good". Noticeboards around the school are well placed giving a variety of information, for example, about the school's 'golden rules', national initiatives and strategies. The school prospectus and governors' annual reports are well detailed about the school's policies and procedures. Booklets such as *Reading is Fun* and *Home Numeracy* give parents valuable advice and tips to support learning at home. The school sends home newsletters frequently and these effectively keep parents abreast of developments in the life of the school. This includes useful information about forthcoming work, school trips and topics of study.

78. The school is highly successful in drawing in all parents in a number of ways. Many parents come into classes at the start of morning or afternoon sessions; and help to settle pupils by supporting reading and other activities. This is a very strong feature of this school. It makes a very good contribution to pupils' learning and the family ethos of the school. For example, inspectors observed many parents giving very effective support in literacy and computer work across the school. The parents and teachers' association ('The Friends of Lee Brigg School') organises a number of social and fund-raising events each year. The group raises a considerable amount of money for the school and this is used to buy additional learning resources or support school activities. For example, the group has recently bought computers and musical instruments. Following the recent visit to school by an Indian music and dance group, some money is earmarked to buy some musical instruments from that culture.
79. A number of parents give their time generously to helping in school. They listen to the more able readers to develop reading with expression. They also help in the library and accompany school trips.
80. The school has a firmly established home/school agreement with its parents and this is effective in maintaining very good relationships. There are very good arrangements to induct new pupils to school. These arrangements are flexible to meet individual needs and include a programme of home visits and integration sessions in the Nursery. Prospective pupils have the benefit of many sessions to meet staff and experience class routines. These factors are very effective in giving new pupils confidence to begin school life.
81. Home/school records and parents' comments in pupils' annual reports indicate that parents give much support to their children's learning at home.

HOW WELL IS THE SCHOOL LED AND MANAGED?

82. The headteacher has established a clear direction for the work of the school to continue to improve standards and the quality of education. As the leader of a strong team and supported well by other senior managers, she has evaluated the strengths and weaknesses of the school clearly and is now planning appropriately for its future development. This consultative and co-operative approach is enabling subject co-ordinators to begin to make a full contribution to the development of the school.
83. There is a very good ethos in the school with a drive towards improving standards and an atmosphere that enables all pupils to learn in a positive and caring school society. The school's improvement plan is detailed and over recent years has had a clear impact on improving standards and the quality of education. The plan reflects the aims of the school and is used by the headteacher, governors and staff as an effective tool for school improvement.

84. The school's aims are clearly reflected in the daily work of the school. Teachers consistently lead by example promoting the very good relationships and positive behaviour of pupils. Their concentration and hard work and their care for one another positively enhances their learning and the standards they achieve.
85. The managers and the governors have addressed effectively the key issues identified in the last inspection. They share a commitment to improve after the last inspection and have done so. The school has the capacity to not only sustain the current standards, progress and good quality of its work but to enhance them still further.
86. The governing body effectively carries out its role. It is well informed and governors are committed to their work. They ensure that they fulfil their statutory responsibilities effectively and they have monitored the implementation of the national strategies for literacy and numeracy. There is a good committee structure, which enables the governing body to work efficiently.
87. Governors through their programme of monitoring the work of the school have a very clear picture of the school's strengths and weaknesses. They are well informed by managers and seek to set challenging priorities for the future development of the school as an infant's school. They are fully involved in producing the school's development plan and have established a secure process for linking the plan with their setting of the school's budget. The deficit budget identified in the last inspection has been managed effectively so that the current budget has a small surplus.
88. The headteacher has analysed the recent results of national assessments in depth to evaluate the overall effectiveness of the school. She also compares the school's effectiveness with that of similar schools. More recently, subject co-ordinators have analysed every pupil's performance in national assessments in English, mathematics and science to identify any specific weaknesses in their attainment in these subjects. This analysis has identified that teachers' assessments need further development and moderation so that they more closely match the levels of attainment identified in the National Curriculum.
89. Subject co-ordinators play their full part in the management of the school. They are well informed and their monitoring of teachers' planning records each half term is already improving the quality of education for pupils by ensuring they provide challenging material for pupils. They have begun to monitor pupils' work in their subjects and have identified the inconsistency in teachers' assessments as an issue to address.
90. The school has well-established procedures for the induction of new staff. The governors have established clear procedures for the performance management of staff and have recently set clear and challenging targets for the headteacher to achieve.
91. There are very effective and efficient systems of financial control. The good use of computer systems ensures that governors receive regular budgetary information in order to monitor spending and ensure that the agreed priorities are being met.
92. The governors are applying the principles of 'best value'. They are provided with a clear

analysis of the school's standards compared to national figures and those of similar schools. All spending is carefully considered and targeted through the school's development plan. Recent developments in information and communication technology have been fully costed. Governors seek to ensure good value for money in purchases. As a result of the above average standards being achieved, the good quality of teaching and the effective use of resources the school gives good value for money.

93. There are sufficient well-qualified and experienced teachers and support staff. Pupils with special educational needs are well supported by both teachers and classroom support assistants to make good progress. The school makes effective use of parent volunteers to support aspects of its work.
94. The school building provides a good range of accommodation. There are sufficient classrooms and there is a hall, with a floor suitable for bare-foot indoor physical education. The building is well appointed and in good decorative order. The cleaning staff are very effective and the school provides a welcoming environment for pupils to learn and play. The school is further enhanced by a wide range of well presented displays of pupils' work, which celebrate their achievements. There are safe outdoor play areas, which have appropriate play markings for children from the Nursery to use. The planned safe outdoor area for use by children in the Reception class is intended to overcome the current deficiency.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

95. In order to continue to improve the quality of education and raise standards the governors, headteacher and staff should:
96. Further develop teachers' assessment of pupils' work and progress so that it is more closely linked to National Curriculum attainment levels and better informs teachers' planning procedures by: (34, 42, 66, 67, 77, 88, 121, 130, 141, 148, 155, 158, 162, 171, 178)
 - Developing procedures to moderate teachers' assessments of pupils' progress.
 - Using assessment information to set targets for individual pupils' achievement.
 - Ensuring that teachers use assessment information to guide their curriculum and lesson planning
97. Improve the provision for Foundation Stage pupils by: (31, 44, 103)
 - Developing a coherent learning programme for all pupils from entry to the Nursery to the end of the Reception Year.

(The numbers shown (...) refer to the paragraph which identify the issues shown.)

PART C: SCHOOL DATA AND INDICATORS*Summary of the sources of evidence for the inspection*

Number of lessons observed

39

Number of discussions with staff, governors, other adults and pupils

17

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	18	33	38	0	0	0

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

*Information about the school's pupils***Pupils on the school's roll**

	Nursery	YR – Y4
Number of pupils on the school's roll (FTE for part-time pupils)	26	136
Number of full-time pupils eligible for free school meals	n/a	7

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y4
Number of pupils with statements of special educational needs	n/a	2
Number of pupils on the school's special educational needs register	n/a	19

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence	%
School data	96.1
National comparative data	94.4

Unauthorised absence	%
School data	0.4
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	23	22	45

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	20	20	22
	Girls	17	18	19
	Total	37	38	41
Percentage of pupils at NC level 2 or above	School	82 (91)	84 (93)	91 (87)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	21	20
	Girls	17	16	17
	Total	36	37	37
Percentage of pupils at NC level 2 or above	School	80 (84)	82 (84)	82 (84)
	National	84 (82)	88 (86)	88 (87)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	132
Any other minority ethnic group	4

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

*Teachers and classes***Qualified teachers and classes: YR – Y4**

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	20
Average class size	23

FTE means full-time equivalent

Education support staff: YR – Y4

Total number of education support staff	4
Total aggregate hours worked per week	119

Financial information

Financial year	1999/2000
	£
Total income	313,405
Total expenditure	319,175
Expenditure per pupil	1663
Balance brought forward from previous year	17,500
Balance carried forward to next year	11,730

Qualified teachers and support staff:

Nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26

Total number of education support staff	2
Total aggregate hours worked per week	

Number of pupils per FTE adult	26
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FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	162
Number of questionnaires returned	48

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	33	15	0	0	0
My child is making good progress in school.	29	16	0	1	1
Behaviour in the school is good.	26	17	0	0	3
My child gets the right amount of work to do at home.	15	16	10	1	4
The teaching is good.	29	16	0	0	2
I am kept well informed about how my child is getting on.	21	14	9	3	0
I would feel comfortable about approaching the school with questions or a problem.	31	14	2	0	1
The school expects my child to work hard and achieve his or her best.	32	13	0	0	3
The school works closely with parents.	22	18	6	0	1
The school is well led and managed.	30	17	0	0	1
The school is helping my child become mature and responsible.	27	17	1	0	2
The school provides an interesting range of activities outside lessons.	17	14	7	3	2

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

98. Judgements are made from the evidence gathered during nine lesson observations and from scrutinising children's work and photographs of their activities. In addition, discussions were held with teachers, documents and assessment results were analysed and children were heard reading.
99. Pupils in the Foundation Stage (the Nursery and Reception classes) are on course to reach the expected targets for the end of the Reception Year in all the six areas of learning in the Foundation Stage curriculum. In three of these areas of learning: communication, language and literacy, mathematical development and personal, social and emotional development children exceed the national expectations for children of this age.
100. The Nursery offers children a very good start to school life. Most children enter the Nursery between 3 years 3 months and 3 years 8 months and their development largely matches what is expected of children at this age. By the time children enter the Reception class, they exceed national expectations in reading, writing, mathematics and personal and social development. This is due to good teaching, the high expectations staff have of the children and the careful management and organisation of the children within the Nursery.
101. Children make satisfactory progress in the Reception class and the emphasis on literacy, mathematics and personal and social skills helps to ensure they leave the Foundation Stage with above average levels of achievement in those areas. However, children spend differing lengths of time in the Nursery and Reception classes and this can affect the range of learning experiences they receive.
102. The quality of teaching in the Foundation Stage is satisfactory overall. Teachers, Nursery nurses, classroom assistants and other adult helpers work well together and good support is given to children with special educational needs. In the most effective lessons, teachers have a good understanding of the needs of young children and plan and provide activities that meet those needs enabling children to learn and to be successful; for example, when children used a *Roamer* to support their counting and number recognition skills. They give clear explanations and instructions so that children's knowledge and understanding is extended. Less effective teaching occurs when the learning intentions are not sufficiently specific, the pace of the lesson is slow and the time is not well managed. In these lessons children make less progress because they are not adequately challenged.

103. Long and medium term planning has not yet been sufficiently developed to meet the requirements of the curriculum guidance for the Foundation Stage. It does not ensure that all children experience all aspects of the curriculum, irrespective of the time spent in the Nursery or Reception class. The school has recognised the need to review the planning and to update the children individual profiles to record their curricular experiences accurately. Current arrangements for the transfer of children from the Nursery to the Reception class mean that the youngest children only have one term in the Reception class before moving into Year 1, whilst the oldest children have up to three terms in the Reception class. This, together with the lack of coherent planning across the Foundation Stage, leads to inequality of opportunity in learning experiences for some children.

Personal, Social and Emotional Development

104. By the end of the Foundation Stage, childrens' standards of achievement in this area are above national expectations. They display high levels of involvement in activities and are confident to try new activities. They maintain good concentration and sit still when required, for example, when observed listening to the story of *Naughty Nick* in the Nursery class. Reception class children are clear and confident about lunchtime routines and show good independence in managing their lunch trays. Most talk willingly about the food they like or dislike. Relationships with each other and with adults are positive. Children are happy and secure, seeking help and support as they need it. They collaborate well, for example, when using scissors and colours in a drawing and tracing activity. Behaviour is good and often very good in class and around the school.

Communication, Language and Literacy

105. Childrens' standards of attainment, particularly in reading and writing, are above national expectations by the end of the Foundation Stage. In the Nursery, most children speak clearly and audibly when talking about their tracings and drawings. In a Physical Exercise lesson they responded well to instructions and explanations about body shapes and spinning. In the Reception class, most children compose their own simple sentences. Letters are largely correctly formed and show good pencil control. Lower attaining children attempt to write independently but their pencil control is less well developed so that letters are recognisable but not correctly formed. When sharing their news, most children are quiet and attentive. They are enthusiastic about making a contribution but not all find it easy to take their turn.
106. Higher attaining children read simple stories fluently with little support. When encouraged they use phonic skills to tackle new words. They show understanding and enjoyment when talking about the stories. Lower attaining children largely rely on learning the story by heart but are beginning to recognise a few individual words. They make little use of phonic skills and knowledge in their reading.

Mathematical Development

107. By the end of the Foundation Stage, childrens' mathematical development is above national expectations. Pupils experience a wide range of effective mathematical activities in the Nursery involving number work and counting, two dimensional and three-dimensional shapes, learning the months of the year through a birthday book and exploring water and wet and dry sand. They build on these experiences in the Reception class so that higher attaining children are secure in counting to 20 and identify the biggest number from a group of three such as 6, 8 and 18. Most children understand simple addition and subtraction to 10 in practical activities and can identify 1 more than a given number. They use language such as *shorter than /longer than* and *less than/more than* appropriately. When working with money, they recognise 1p, 2p and 5p coins and can say what, for example, 2p + 2p makes. Lower attaining children tackle the same tasks but are not yet secure when counting to 10. When recording their work, lower attaining pupils are more dependent on adult support.

Knowledge and Understanding of the World

108. Childrens' attainment in this area of learning is in line with national expectations. In the Nursery children have a range of appropriate opportunities, for example to use the computer, learn about the properties of wet and dry sand and water through practical activities and see how ingredients change when mixing and cooking. In topic work, they learn about buildings such as castles and visit a farm. They find out about the difference between day and night. Children in the Reception class name and describe materials such as metal and plastic. They use their senses such as taste and smell to explore and investigate materials. They develop good information and communication technology skills such as operating a program and a mouse, and use the mouse to drag and position objects with some accuracy. They select from a menu, print out their work and use simple text, sounds and images. When working on a project about pulling and pushing, children used appropriate language to describe what was happening when they blew bubbles in the water tray and blew paint across paper. They found it more difficult to explain how we can tell it is a windy day.

Physical Development

109. Childrens' physical skills are in line with national expectations. The Nursery has good outdoor provision enabling pupils to make appropriate progress. As a result in a Physical Exercise lesson in the hall, Nursery children showed very good control and co-ordination when moving and balancing. However, progress is limited for children in the Reception class as they have no direct access to an outdoor play area. They therefore have no opportunity to use wheeled toys and only use climbing equipment in the school hall. The school has identified this lack of provision and plans are in place to create a secure outdoor play area for the Reception class. Interim arrangements have been made to allow the Reception children more access to the hall. In the hall, these children enjoy moving around a circuit. They are beginning to control their movements sufficiently, for example, to balance a quoit on their heads while moving under and over hurdles and negotiating small boxes. In a movement lesson, children skipped, tiptoed and strode with control and changed their speed to match the music. Their movements to music however, generally lacked imagination and purpose.
110. Childrens' manipulative skills are developed through the use of pencils, pens, brushes and a range

of tools. They have access to a variety of construction and modelling materials such as clay, dough, bricks and mobilo.

Creative Development

111. Childrens' attainment in this area of learning is in line with national expectations. A wide variety of good quality experiences are available to the pupils in the Nursery. Role-play areas such as a hospital and a toyshop promote imaginative play as well as speaking and listening skills. When painting, children mix their own colours sometimes with good effect. They make three-dimensional models from dough and junk and experiment with different materials when making a collage. They use wax resist, printing, rubbing, cutting and sticking to create different effects. Many of these activities continue in the Reception class but the lack of appropriate intervention from staff sometimes limits the progress children make. For example, when asked to create windy day paintings and collages, some children did not plan their work first and others were unable to mix the colours to match what they wanted to paint.

English

112. Overall, standards in English are above the national expectation. Standards for seven-year-olds have improved since the time of the last inspection when they were in line with national expectations. Standards in reading have been rising steadily over the last few years with a small drop in 2000. Standards in writing have shown some decline while remaining above the national average. By the end of Year 3 pupils are attaining standards which are above those expected.
113. In the 2000 national assessments for seven-year-olds the proportion of pupils attaining the expected Level 2 or better was just below the national average in reading and writing. However, the proportion of pupils attaining the higher standards of Level 2b and Level 3 was well above the national average for both reading and writing. When compared with similar schools pupils are attaining standards close to the average.
114. Whilst standards have been generally rising over the last few years the overall fall in standards in 2000 resulted from a higher than average number of pupils with special educational needs in this particular group of pupils. Boys attain higher standards than girls in both reading and writing which is a direct contrast with the national picture. The school is actively reviewing results and has identified in the school's development plan the need to raise the attainment levels of girls.

115. Overall standards in speaking and listening are at least average with many of pupils achieving above the average. Pupils throughout the school listen attentively, as when the headteacher told the Bible story of *The Prodigal Son* in assembly. When a child in the Reception class shared his expertise about diesel engines with the class, the children demonstrated they had been listening well from the relevant questions they then asked him. When planning a book for the Reception class, pupils in Year 1 discussed their ideas well and shared their spellings. Pupils in Year 2 showed how well they listen when they suggested appropriate explanations for words and phrases such as ‘in vain’ and ‘mournful’ from their understanding of the class story. Throughout the key stage, pupils make good progress, listen attentively to their teacher and each other, and confidently explain their ideas, particularly at the beginning and end of lessons. They listen to each other well when working in pairs, as when planning their design in art in Year 2. Pupils in Year 3 discussed the language in a short story, distinguishing between modern and traditional language. Pupils showed good understanding of how language is used when they provided reasons for their suggestions and occasionally disagree. Everyone, including the teacher, listened to everyone else. As one pupil suggested replacing *children* with the word *young* as more likely to be found in older books which was accepted by all. Another pupil suggested the word *rival* as being an older word, but a third pupil quotes Pokemon stories as using *rival*, so on that authority, *rival* is not added to the list.
116. Standards in reading are above average. A good boost to pupils’ reading standards throughout the school comes from well-established custom of parents or carers coming into school with their children and reading with them for fifteen minutes every day before school. In most classes over half the pupils are supported in this way. In addition there is a wide range of reading books for pupils to read at home alongside the reading scheme books in school. This contributes to the high standards pupils attain in their reading. In shared reading sessions with the teacher, pupils read with good expression and intonation, taking note of the punctuation to help them read accurately. Their reading and their responses to teachers’ questions about the text show that pupils have a good understanding of what they read. Pupils in Year 2 showed well above average understanding of the imagery in what is a challenging story for their age. Pupils in Year 3, already good readers, have well developed independent research skills, above average for their age, which complement their learning in literacy and other subjects. Stimulated by the school visit of an Indian musician, pupils researched the Indian instruments the musician brought – tabla, flute, saraangi, sitar – finding books and information on the Internet, and then India itself. From reading different stories about the Creation, pupils researched the countries where the stories originated and shared the information with the class.
117. Standards in writing are at least average with numbers of pupils achieving above the average for their age. Visiting the toy museum in Wakefield for their history topic helps pupils in Year 1 to develop their understanding of old and new and provides a stimulus for different kinds of writing. They write a report about their visit. They draw and label toys and describe them effectively in history. They create their own book ‘Toys around the world’ with a cover, title and ‘blurb’ about the book on the back, for example ‘This book is about water toys and spinning toys’.

118. Handwriting shows increasing control with letters of appropriate size and position, spaces between words and full stops and capital letters in place. The spelling of short common words is generally accurate, with pupils using their good knowledge of the sound system to spell longer words, such as *bissy* for *busy* and *cud* for *could*. Their writing generally is above average for their age and length of time in school. Most pupils in Year 2 are writing at the level expected for their age with a few above average. Many are joining their handwriting but some not consistently yet. In their recounts of the stories of Rama and Sita in religious education and the Gunpowder Plot in history, most sequence their stories appropriately so they make sense, with basic punctuation in place, but speech marks are not consistently used by some. Their spelling of more common words becomes consistently accurate and they use a wider vocabulary and more varied sentence structures which helps to create interest for the reader.
119. Teachers utilise pupils' enthusiasm for learning, further generated by visits and visitors, to provide a real audience for pupils' writing and increase their range. For example, pupils in Years 1 and 3 write enthusiastic letters of thanks to the Indian musician who visited the school. One Year 3 pupil wrote, 'I can't believe how you moved your hands so fast' and 'I liked the sitar because of the low notes'.
120. The standard of the writing in Year 3 is a broadly average, with a few pupils above the average. Pupils write appropriately for different purposes and use joined writing consistently. Their writing is neat and well presented. They use punctuation appropriately. Their spelling is often accurate and they use dictionaries or each other, to check when not sure.
121. The quality of teaching seen was mostly good and very good, and was always at least satisfactory. This is a big improvement on the last inspection when teaching varied from good to unsatisfactory but was mainly satisfactory. Teachers have a secure grasp of the subject material and the National Literacy Strategy to deliver effective lessons. They are particularly good when leading the shared reading sessions which are developing good expression in pupils' reading. Teachers make use of every opportunity to reinforce learning and to relate current work to that done in previous lessons. In the most effective lessons, teachers adopt a brisk pace and motivating style which ensure that pupils are involved and learning. In many lessons teachers provide activities which challenge pupils and extend their learning. In a few lessons the pace is relatively slow and activities not timed so some pupils become restless and achieve less. In some activities seen pupils spent too much time copying from a worksheet and so achieved relatively little, with insufficient challenge for the higher attaining pupils. Pupils are now given individual targets to improve their literacy. These are in addition to overall performance target for each class. Teachers are not yet consistent in how they use these targets to raise standards. For example, marking for older pupils does not consistently refer to pupils' targets in suggesting how to improve their writing.

122. There is a well-established, regular programme of monitoring the teaching of literacy lessons. As this inspection has shown, the literacy lesson is now well embedded, and shared sessions are very successful. The school's monitoring has yet to focus on the group activities in the literacy hour, and their ability to challenge all levels of attainment, as well as the role of the teacher in guided writing and reading groups in the literacy hour. The school is monitoring the performance and progress of girls in reading and writing to check they are not underachieving as results in recent national tests might indicate.

Mathematics

123. During the inspection, evidence was gathered through the observation of six mathematics lessons and by scrutinising pupils' exercise books and maths folders. The policy and scheme of work for mathematics were examined and discussions were held with the co-ordinator for mathematics and the headteacher. The use of mathematics in other areas of the curriculum was also noted.
124. By the end of Key Stage 1 results of recent national tests show that pupils are achieving below average compared with the national results and below in comparison with similar schools. However, a larger than normal number of pupils with special educational needs lowered overall figures for the school. Girls perform worse than boys though nationally boys and girls attain the same. Higher attaining pupils perform less well in mathematics than in reading and writing. There is some variation between the outcomes of teachers' assessment and test/task results. Inspection findings, however, show that attainment in the current Year 2 is broadly in line with national expectations. The National Numeracy Strategy is now well in place and the school is beginning to make good use of the analysis of test results to ensure that all aspects of the mathematics curriculum are adequately taught. Test results show that standards have been falling over the last three years. However, both the current inspection findings and those of the last inspection show standards of work in classrooms to be in line with national expectations.
125. Pupils make at least satisfactory progress by the end of Key Stage 1 while pupils with special educational needs make good progress. These pupils receive effective support from classroom assistants who are well informed and prepared by the class teachers.
126. Pupils in Year 3 perform in line with national expectations and generally make satisfactory progress. However, the pace of progress for higher attaining pupils is more limited as the planned activities are not always sufficiently challenging. In this area there has been no improvement since the last inspection.
127. The limited evidence available showed some use of mathematical skills and knowledge in other subjects. For example, in a Year 3 physical education lesson, work on directional movement and turning offered effective reinforcement of some earlier mathematical learning on point of the compass. In a Year 2 science lesson good use was made of graphs to record investigation results. Teachers use opportunities to practise counting, addition and subtraction, for example, when taking the register and at lunchtime.
128. In Year 1 pupils build on their number skills developed in the Nursery and Reception classes.

They count accurately in twos to twenty and in fives and tens to one hundred. Higher attaining pupils understand the place values of tens and units and tackle the addition of 1p, 2p, and 10p coins with confidence. Year 2 pupils confidently recite the two, five and ten times table and most count accurately backwards and forwards in tens from any given number. They link their counting to reading 50g and 100g measures on scales and higher attaining pupils read round the scale in tens. In work on directional language and turning, Year 3 pupils are not able to name the unit of measure for angles but carry out activities using co-ordinates efficiently. More able pupils begin to locate map features using co-ordinates and successfully give three consecutive instructions to a controllable toy to make it draw a square. In number work, pupils successfully investigate different ways of making 13p and recite the three times table. They begin to use number facts from the table to identify what, for example, is the answer to 24 divided by 8.

129. The quality of teaching overall is good. This represents a significant improvement since the last inspection when thirty-six per cent of teaching observed was unsatisfactory. In both key stages, pupils with special educational needs are well supported by classroom assistants and make good progress. Where teaching is most effective, the activities planned match the needs of all pupils very well, lessons are brisk and lively and appropriate resources are used well. In these lessons pupils are fully engaged, enthusiastic and make very good progress. In a Year 2 lesson, for example, where pupils were using their knowledge of counting in tens to solve number problems, the use of individual whiteboards and clear time limits ensured that all pupils worked hard and responded well. Less effective teaching was seen when higher attaining pupils were not sufficiently challenged and they did not make the progress of which they are capable. In all the lessons observed, pupils' behaviour was good and they showed interest, concentration and independence. Opportunities for pupils to work in pairs and small groups make a good contribution to pupils' social development.
130. There is now a mathematics policy and a satisfactory scheme of work. Teacher's weekly planning in Key Stage 1 is generally satisfactory but in Key Stage 2 is unsatisfactory as insufficient consideration is given to planning activities to extend and challenge the higher attaining pupils. Statutory test and task results are analysed and targets for groups and individuals are set. However, the linking of pupils' work to National Curriculum levels in order to monitor the standards being achieved is under-developed. The school recognises the need to raise the level of attainment in mathematics and this is a key objective in the school's development plan.
131. The mathematics co-ordinator is enthusiastic and well trained. She has worked alongside colleagues to support the implementation of the National Numeracy Strategy and this has had a significant effect in raising the quality of teaching in mathematics. She monitors teachers planning and teaching but is not yet monitoring and evaluating the standards of achievement and pupils' progress. The school has yet to establish procedures for this monitoring of standards.

Science

132. During this inspection it was not possible to observe lessons in science in all classes. Inspectors observed science lessons in two classes, one in Year 2 and one in Year 3. In all two lessons were observed. The current and past work of pupils in all year groups was scrutinised in detail.

A discussion was held with the science co-ordinator and the science resources reviewed.

133. Overall, standards in science are improving and are in line with the national average.
134. By the end of Key Stage 1 pupils have recently been attaining standards which are below those typical for seven-year-olds. In the 2000 national teacher assessments standards were well below national averages for the percentage of pupils attaining the expected Level 2 and close to the average for the higher Level 3. Standards were well below those of similar schools for pupils attaining Level 2 or above and close to the average for pupils attaining the higher Level 3. However, these judgements are based upon data for a year group, which included a larger than usual group of pupils with special educational needs. The results for 1999 were significantly better and above national averages for the proportion of pupils gaining the expected Level 2.
135. From the scrutiny of pupils' work inspectors judge that standards are rising and that current attainment in Key Stage 1 is closer to the nationally expected level. Pupils in Year 2 for example designed an experiment to investigate pupils' preferences for different apples. The collection of their results showed above average levels of understanding of the correct data to collect and the most effective way of collecting and displaying it.
136. By the end of Year 3 pupils are attaining standards, which are at least typical of those, found nationally. For example, pupils in Year 3 were developing their understanding of the nature of teeth and the need for healthy food to promote a healthy body.
137. In lessons and from a scrutiny of pupils' past and present work, inspectors judge that they are attaining similar standards in all four aspects of the science curriculum.
138. Overall, pupils of all abilities are making good progress as they move through the school. Pupils with special educational needs make very good progress, achieving average standards in some aspects of science, through the well targeted and very effective support they receive.

139. It was only possible to observe the teaching of science in two lessons during the inspection, one in Year 2 and one in Year 3. The Year 2 lesson was judged to be outstanding. In this lesson, as part of a healthy food topic pupils tasted apples to identify the ones they liked best explaining their choice in terms of taste, texture and crunchiness. They recorded their own results which were then gathered together to give a class result. The teacher very effectively summarised learning at different stages of the lesson and used the summaries to challenge pupils further. The process of collating the class results showed pupils had a very good understanding of data collection processes. In the Year 3 lesson the teacher effectively demonstrated the effect of acid from sweets and fruit juice on teeth, using the shell of an egg to represent tooth enamel. The pupils were very interested and concentrated well. They were able to explain that the acid had attacked the eggshell, dissolving it just like acid from eating sweets does to your teeth.
140. Pupils clearly enjoy their science lessons. They work hard and concentrate well. They are developing the ability to work well in groups as well as to research information for themselves. Pupils are given many opportunities to consider the importance and the relevance of science to their lives and its impact on them.
141. The subject is well managed and the well-organised science resources enable teachers to plan and deliver practical science for their pupils, which makes a positive contribution to pupils learning and progress. The science co-ordinators monitor teachers' planning regularly however, there is insufficient monitoring of the assessment of the standards pupils are attaining in their lessons.

Art

142. During the inspection, evidence was gathered through two lesson observations and the scrutiny of pupils work on display in classrooms and corridors. The policy and scheme of work for art were examined and discussions were held with the co-ordinator for art and the headteacher.
143. The standards of attainment in art by the end of Key Stage 1 and Year 3 are above national expectations. Pupils make good progress in both key stages including those who have special educational needs.
144. Throughout Key Stage 1 pupils build on their earlier experiences and by the end of the key stage, they produce a wide range of good quality work using a variety of media. They use their observational skills to produce, for example, careful drawings in pastels of African baskets and to create colourful collage pictures from braids to represent African necklaces. They use pencils and crayons to produce, for example, effective cameo style pictures of Florence Nightingale linked to their history topic. Pupils study the works of artists, such as David Dean and make accurate copies of his style mixing their own paint colours for the background to their pictures. They show good imagination when illustrating stories such as *Anancy*.
145. In Year 3 pupils develop their observational skills making detailed drawings for example, of Indian musical instruments, sculptured masks and life-like stipple effect paintings of hyacinths. They illustrate stories such as *Beauty and the Beast* imaginatively using paint, collage, pastels and

colouring pencils. In their work about the festival of Diwali, they have created masks, Diwali patterns and decorated hands carefully copying the appropriate style.

146. Insufficient art lessons were seen to make an overall judgement about the quality of teaching in art. However, in the two lessons observed the teaching was good and pupils made good progress. In a Year 3 lesson, examples of the work of Van Gogh were used effectively by the teacher to gain pupils' responses to the pictures and to encourage them to create pictures in a similar style using pastels and coloured pencils. Pupils were enthused and informed by the good use of artefacts in a Year 2 lesson. They then worked well on painting block patterns, designing sarongs and producing observational drawings of African masks and heads.
147. There are good links between art and other subjects which enhance pupils' learning across the curriculum. For example, pupils' knowledge of Indian musical instruments is extended by the opportunity to make observational drawings of the instruments. An exhibition of sculptures together with pictures of works of art from Japan, China and the Buddhist tradition makes an effective contribution to pupils' understanding and awareness of other cultures.
148. The school has a comprehensive and supportive policy and scheme of work for art and standards of attainment have improved since the last inspection. Teachers' planning records are monitored by the co-ordinator to ensure appropriate coverage of the National Curriculum but as yet there is no rigorous system for monitoring the standards pupils attain.

Design and Technology

149. Although only one lesson of design and technology was observed during the inspection in Year 1 a wide range of evidence of pupils' work was scrutinised and discussions held with many pupils.
150. Overall standards in design and technology are at least typical of those expected and are frequently higher.
151. By the end of Key Stage 1 pupils attain standards which are at least typical for their age in a wide range of work. Pupils are able to work with a range of materials and show appropriate making skills, for example, in Year 1 when pupils designed and made toys with moving parts. The majority of pupils show sound design skills, with even the youngest pupils presenting several design ideas. They are then able to evaluate their product and suggest improvements to their designs in discussions but their evaluations are not always recorded which reduces the impact of their learning on future work.

152. By the end of Year 3 pupils have developed more sophisticated design skills. They evaluate their products in order to develop them further and identify the making skills they need to develop. For example, Year 3 pupils designed and made finger puppets from felt. The stitching showed good skill levels and they were proud of their finished articles. Different groups and individuals helped each other with suggestions for making elements of their designs.
153. Pupils are making sound progress in both key stages. They work with interest and often enthusiasm and sustain their concentration to complete their designs. Pupils with special educational needs make good progress being effectively supported by in-class assistants. Pupils respond well to their design and technology lessons. They enjoy working individually but regularly help one another with suggestions and ideas. They concentrate well and persevere with their work to produce some good quality finished articles.
154. Lessons are well planned with a range of activity. Teachers have high expectations and use particularly effective interventions with pupils to sustain both the challenge and the pace of the lesson. Teachers' planning records show that the full range of the National Curriculum programme for the subject are covered and that the work given to pupils is well planned to build up their skills and knowledge throughout Key Stage 1 and Year 3.
155. The subject is effectively managed and well-organised resources ensure that pupils have access to tools and materials, as they require them. Teachers encourage pupils to take responsibility for materials and equipment and to use tools safely, which contributes significantly to the progress they make. The co-ordinator has begun to monitor teachers' planning of work in the subject across the school. This is helping to ensure a consistent approach but the monitoring of standards as shown by teachers' assessments is under-developed.

Geography

156. Insufficient lessons were seen during the inspection to make a judgement on the quality of teaching and learning in geography. However, the range of evidence made available, discussion with pupils and the limited teaching seen, confirm that standards have been maintained since the last inspection and are in line with national expectations at the end of Key Stage 1 and at the end of Year 3.
157. From Year 1 pupils develop good research skills so that by Year 3 they undertake their own research effectively and confidently. Prompted by stories they are reading as a class from different countries, pupils locate and identify the countries in atlases. They find information from books they locate in the school library, and the Internet on the computer in the classroom. They talk confidently about how to find information. Their writing shows a good amount of information and level of understanding, confirmed by discussion, about each country they research. When creating a treasure island map (which they use later in conjunction with a *Roamer* programmable robot) pupils in Year 2 develop their geographical vocabulary by learning and using terms such as *features* and providing a *key* to the map. They learn the points of a compass and how to apply them to their maps. Pupils use the class computers effectively to draw maps. Year 3 pupils develop their geographical skills by using the computer and atlases to research the location of towns and cities in the United Kingdom which they then transfer accurately to their outline maps.

158. Pupils' learning in geography is enhanced by their use of, and access to, information and communication technology. The ability to locate information for themselves increases their confidence and independence in learning. The subject is managed effectively. The co-ordinator monitors teachers' planning records each half-term to ensure that the required curriculum is covered. However, the monitoring of the standards pupils attain is under developed.

History

159. Insufficient lessons were seen during the inspection to make a judgement on the quality of teaching and learning in history. However, the range of evidence made available, discussion with pupils and the limited teaching seen, confirm that standards have been maintained since the last inspection and are in line with national expectations at the end of Key Stage 1 and at the end of Year 3.
160. In Year 1 pupils start to develop a sense of time and build research skills. As homework they do their own research, finding out their parents' and grandparents' favourite toys and recording it along with similar information about themselves. They transfer the information on to three points on a time line. They look at a collection of teachers' old toys and describe them, learning to distinguish old from new. Pupils draw one of these toys with labels and descriptions, in the same style as the toys they saw in the local museum. In Years 2 and 3 pupils find out about the lives and times of significant people such as Grace Darling and Florence Nightingale which broadens their historical knowledge and understanding.
161. The curriculum is enhanced by visits to places of local historical interest which stimulates pupils' awareness of the past. For example, pupils visit Clarke Hall to experience life for a day in the seventeenth century. Some of these visits are connected to the period the pupils are studying, for example when Year 1 visit Wakefield Museum to look at old toys.
162. The subject co-ordinator effectively monitors teachers' planning records to ensure that pupils learning develops systematically as they move through the school. At the time of the inspection the monitoring of standards and progress is under-developed.

Information and Communication Technology

163. It was not possible to observe any teaching of information and communication technology during the inspection. However, many pupils were observed using computers or other devices during lessons and at other times. In addition a wide range of evidence of pupils' work was scrutinised.

164. Overall, pupils are attaining standards, which are typical of those expected by the end of Key Stages 1 and Year 3. Pupils in Year 2 are able to produce picture using drawing software. They show good mouse control and the pictures support their work in art. They also use their word processing skills to present some of their written work but limited keyboard skills means they often work slowly. Pupils in Year 2 and 3 are beginning to use information gathered from the Internet to support their learning in other subjects such as geography. Pupils in the Nursery were seen programming *Roamer*, a small robot, to move across the floor a given distance.
165. There are good resources for information technology and adequate resources overall. The recent additional computers are already having an impact on raising standards. Resources are considered to have improved since the time of the last inspection.

Music

166. It was only possible to observe one music lesson during the inspection but evidence was also gathered through the scrutiny of work on display and through observing assemblies and a whole school singing session. Pupils were also observed working independently on a musical activity and discussions were held with the co-ordinator and headteacher.
167. The standards of attainment in music by the end of Key Stage 1 and Year 3 are above national expectations. Pupils make good progress in both key stages including those who have special educational needs.
168. Pupils in a Year 1 lesson sang with good intonation and recognised different speeds in music. They can clap and respond to the beat of music, keeping in time. They read prompt cards accurately to change their movements while keeping in time to a four beat melody. Individual pupils were willing to demonstrate this to the class. They listened to and remembered a sequence of rhythm patterns using the names of animals or their own names to help them. Most pupils manage and play simple percussion instruments appropriately though a few lack concentration and find passing a sound round the music circle difficult.
169. In Year 3, a group of seven pupils worked independently creating a musical accompaniment to the story of *The Gingerbread Man*. They selected the instruments they needed for the sound effects they wanted and matched appropriate sounds to different parts of the story. The group evaluated its own performance and made changes before practising again. In a whole school singing session, the pupils sing a range of songs by heart with good intonation and clear diction. They showed great enthusiasm and pleasure in singing favourite songs such as *Stick on a Smile* and *I have seen the Golden Sunshine* and in adding clapping to the singing at appropriate points.

170. There is insufficient evidence to make an overall judgement on the quality of teaching in music. The one lesson observed was led by the Local Education Authority's music adviser supported by the class teacher. However, in singing sessions teachers are very good role models for the pupils as they sing enthusiastically and tunefully. The choice of music at the beginning and end of collective worship creates a calm and reflective atmosphere and makes a very good contribution to the pupils' spiritual development. Visitors such as an Indian musician enhance the pupils' opportunities for cultural development. Behaviour during musical activities is very good.
171. The school has a policy for music and has adopted the Local Education Authority's scheme of work which is comprehensive and supportive. The school makes good use of the Local Education Authority's music service to extend teachers' expertise and confidence. There is a good range of resources. Standards of attainment have risen since the last inspection. Teachers' planning records are monitored by the co-ordinator but as yet there is no rigorous system for monitoring standards.

Physical Education

172. During the inspection evidence was gathered through the observation of four Physical Education (PE) lessons. In addition, the school's PE policy was examined and a discussion was held with the PE co-ordinator.
173. By the end of Key Stage 1 attainment is broadly in line with national expectations and satisfactory progress is made by all pupils including those with special educational needs.
174. Pupils in Year 3 perform above national expectations for the age group and their progress is generally good.
175. In a Year 1 lesson on the playground, pupils found a space sensibly and followed the rules of a simple game retrieving small balls. Most pupils were successful in bouncing and catching the ball and in tossing and catching it using two hands. They worked co-operatively in pairs but were not very successful in throwing the ball to each other and catching it. In a Year 2 movement and drama lesson pupils responded very well and followed the instructions carefully. They moved skilfully showing imagination and emotion and were totally engrossed in their work.
176. Year 3 pupils moved imaginatively and with good co-ordination in a movement lesson linked to science. They worked in pairs to create dance sequences representing the movements of active bacteria. In the playground, they showed good football skills and work hard to develop throwing and catching skills.

177. Insufficient lessons were seen to make an overall judgement of the quality of teaching in PE. However, in the lessons that were observed there was no unsatisfactory teaching, some teaching was good and there was one excellent lesson. In the best lessons, teachers use a good range of stimulating activities that are enjoyable and encourage pupils to work hard. Pupils assess and evaluate each others work and specific skills are taught. The pace of these lessons is brisk and pupils are actively involved. Good links are made with other areas of the curriculum where this is appropriate.
178. The school has a policy for PE and is adopting the national scheme of work to ensure full coverage of the subject. Teachers sometimes plan work in half termly blocks focusing on one aspect of PE so that pupils have good opportunities to develop their skills. The co-ordinator monitors the planning each half term to ensure there are no gaps in the curriculum offered. However, her role is under-developed as the quality of teaching and the standards achieved by pupils are not regularly monitored.
179. She organises an annual traditional Sports Day which is held at the middle school. There are no extra-curricular PE clubs available to the pupils at present.

Religious Education

180. Insufficient lessons were seen during the inspection to make a judgement on the quality of teaching and learning in religious education. However, the range of evidence made available, discussion with pupils and the limited teaching seen confirm that standards in religious education have been maintained since the last inspection. They are in line with those expected in the locally agreed syllabus for religious education at the end of Key Stage 1 and at the end of Year 3.
181. Pupils develop their knowledge and understanding of religion and relate it to their own lives as they move through the school. In Year 1 pupils talked about what it is like to be lost, in the context of the parable from the Bible of the lost sheep, and that we are all special to God. Pupils responded well to a silent moment to reflect on being special and on someone who is special to them, and shared their reflections with the class. In Year 2 pupils look at accounts of the Creation story in the Bible and across different cultures, including Aborigine, Turkish and Indonesian, and compare them.
182. In Year 3 pupils develop their knowledge and understanding of different religions by looking at major festivals and their significance and symbolism, for example, the Hindu festival of Diwali. In their writing from their research, pupils display very good knowledge of the significance of aspects of the festival, such as ‘rangoli’ patterns and ‘diva’ lamps.
183. Whole-school assemblies make a good contribution to pupils’ understanding of the application of stories in the Bible to their own lives and provide opportunities for them to reflect on issues such as forgiveness in the parable of the prodigal son.

184. Religious education makes a very good contribution to pupils' awareness of different cultures and prepares them well for life in a multicultural society. The religious education programme is frequently extended as the focus for work in other subjects such as English and art. For example, pupils had painted hands and masks with mendhi patterns as part of their work on Diwali.