

INSPECTION REPORT

WITHINFIELDS PRIMARY SCHOOL

Southowram, Halifax

LEA area: Calderdale

Unique reference number: 107 502

Headteacher: Mr. B. Hall

Reporting inspector: G.W. Cooper
23647

Dates of inspection: 12 – 15 March 2001

Inspection number: 206150

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Withinfields
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Halifax
West Yorkshire

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Appropriate authority: The governing body

Name of chair of governors: Mr. B.J. Patterson

Date of previous inspection: 07/09/1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
(Ofsted No. 23647)	Mr. G.W. COOPER	Registered inspector	Science	How high are standards?
			Art & Design	How well is the school led and managed?
			Physical education	
			Special educational needs	
(Ofsted No. 8982)	Mrs. K. BERRY	Lay inspector		Attitudes, behaviour and personal development
				How well does the school care for its pupils?
				The school's partnership with parents
(Ofsted No. 11611)	Mr. J. HALL	Team inspector	English	How well are pupils taught?
			Information Technology	
			Design Technology	
(Ofsted No. 1157)	Mr. N. TONGE	Team inspector	History	How good are curricular and other opportunities?
			Geography	
			Equal opportunities	
(Ofsted No. 22274)	Miss. V. ROGERS	Team inspector	The Foundation Stage	
			Mathematics	
			Music	

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Inspection Quality Division
The Office for Standards in Education
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33 Kingsway
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Withinfields Primary School has 261 boys and girls aged four to eleven on roll and is a little larger than most schools nationally. In addition, 39 children attend the nursery part time. Almost all pupils are of white United Kingdom heritage. There are no pupils whose mother tongue is not English. About 21 per cent of pupils are entitled to a free school meal. This is above average for schools of this type. Twenty-six per cent of pupils are on the school's register of special educational needs, which is about average for schools of this type. Ten pupils have a statement of special education needs and this is above the national average. Those on the special needs register have a range of moderate learning difficulties, a small number have identified behavioural difficulties and a minority of those with statements of need have specific physical needs. When children enter the nursery their knowledge and skills are below average, especially in the area of language development. Children make good progress in the nursery and by the time they enter reception classes and full-time education, their attainment is average. The profile of attainment on entry varies from below average to average from year group to year group.

HOW GOOD THE SCHOOL IS

The overall effectiveness of the school is satisfactory. Pupils enter the school with average attainment, make satisfactory progress and leave with standards that are broadly in line with national standards. The quality of teaching and learning is good. Leadership is sound and the school is well managed. Given its context and average spending, the school provides satisfactory value for money.

What the school does well

- Standards in English, mathematics and information and communication technology have improved a great deal over recent years and this is confirmed in the work seen during inspection.
- There is good provision for children in the Foundation Stage and for pupils with special educational needs.
- Despite some instability in staffing, the school maintains a good quality of teaching and learning: the management of pupils is a strength.
- The school's provision for spiritual and moral development is very good: this has a significant bearing on the good attitudes, behaviour and personal development of pupils and gives good support to pupils in the very good relationships they develop.
- Efficient management systems are used to monitor and develop teaching and to plan for school improvement.
- Very good use is made of new technology, both in the work in the classroom and in the day-to-day management of the school.
- Improvements have been secured in leadership and management, including the strategic role of the governors.

What could be improved

- Standards of attainment in science have not kept pace with improvements in other subjects.
- Handwriting skills being developed are not successfully transferred to pupils' day-to-day work.
- More could be done to strengthen the school's partnership with parents, so that they have greater impact on the work of the school.

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

Governors should include the following less important weaknesses in their action plan:

- The consistency of marking in mathematics;
- The planned use of mathematics across the curriculum;
- Assessment in the non-core subjects of the curriculum.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was previously inspected in September, 1998 when it was judged to have serious weaknesses, especially in standards of English, mathematics and information and communications technology. Since then there has been rapid progress in rectifying weaknesses identified in the key issues for inspection. The school's trend of improvement in standards is greater than the national trend of improvement. Standards in English, mathematics and information and communications technology are now in line with national standards. A legacy of under-attainment remains in science. The school has very specific targets to address this weakness in its improvement plan. There are now systems for monitoring, evaluating and developing teaching: this has supported a significantly improved quality of teaching and learning. Governors have good systems for keeping well informed about school performance. The less important issues identified in the previous report have been successfully addressed. Among other improvements, the school has produced a better curriculum and better management systems. While there are still improvements to be made, the serious weaknesses identified at the previous inspection have been overcome. Overall, very good improvement has been made since the previous full inspection.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	D	C	C	A
mathematics	D	C	D	C
science	E	C	E	D

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

The school's profile of improvement in standards of attainment is above the national trend. Standards in National Curriculum tests for eleven-year-olds have ranged from well below average to average. Despite considerable fluctuations in standards the overall trend is strongly upward. For eleven-year-olds in 2000, standards were in line with the national average in English, below average in mathematics and well below average in science compared with all schools nationally. When standards are compared with those of similar schools, science is below average, mathematics average and English well above average. When test results for 2000 are compared with attainment at the age of seven, pupils have made very good progress in English, satisfactory progress in mathematics but insufficient progress in science. There are some differences in the attainment of boys and girls, most noticeably in English, where girls do better than boys. The difference has narrowed most recently. In the work seen during inspection week, attainment in English and mathematics is in line with the standard expected nationally. In science it is below the national standard. This represents an improvement from the National Curriculum tests in 2000. Results of National Curriculum tests and teacher assessment for seven-year-olds have not made such rapid progress, although the overall trend is upward in all areas tested. Attainment in reading and writing was below average and in mathematics it was well below average in 2000. When compared with the attainment of pupils in similar schools, attainment was average in reading and writing but below average in mathematics. Teacher assessments in science indicate attainment that was below average. The school has identified a significant number of pupils with specific learning difficulties in this year group. There are some differences in the attainment of boys and girls but no significant trend can be identified. In the work seen, attainment in English and mathematics is in line with the standard expected but below that standard in science. This represents an overall improvement when compared with the results of National Curriculum tests in 2000. Throughout the school, standards have improved in information and communications technology and are now in line with the nationally expected standard. Standards of attainment in all other subjects of the curriculum are broadly in line

with expectations. Standards of attainment in religious education are in line with the expectations of the local syllabus. The school sets targets for all classes and year groups in English, mathematics and science. Governors' statutory targets for English were significantly exceeded but targets in mathematics were not achieved. Targets for 2001 are challenging and represent the school's aspirations towards further improvement. Pupils are on track to achieve their targets. Given average attainment on entry to full-time schooling and attainment in English and mathematics that is in line with the standard expected nationally, pupils make satisfactory progress through the school and standards are sufficiently high. Standards in science are improving but are not yet high enough. The school is not complacent about its standards and recognises the need to continue to improve, particularly in the number of pupils who achieve higher levels of attainment.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are interested and involved in their schoolwork.
Behaviour, in and out of classrooms	Good. Pupils know how to behave well. A small number who have difficulty in behaving well receive good support from the school.
Personal development and relationships	Good. Relationships between pupils and adults and between pupils and pupils are very good.
Attendance	Good. Attendance is consistently above the national average.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	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.

Teaching in English and mathematics is good overall. This is a significant improvement since the previous inspection. Given a high proportion of temporary teachers, the school has supported their needs well and has done well to sustain the quality of teaching. A particular strength of teaching is the way teachers manage pupils. This is a good support to the quality of pupils' learning. The school has approached the implementation of the National Strategies for Literacy and Numeracy effectively and these lessons are well taught. In general the school meets the learning needs of all pupils. Provision for special educational needs is good, through specific plans for their learning and through the support they get in lessons. The needs of higher attaining pupils are normally well met through the preparation of challenging tasks for them. This is not done as efficiently in science. The needs of boys and girls are well managed: there is very little difference in their attainment. All teaching was satisfactory or better. Twenty-five per cent of lessons seen were very good. Learning is good overall. Pupils acquire good working habits and attitudes. Over time, they make satisfactory progress in the acquisition of skills, knowledge and understanding, although most short-term progress in lessons is good. Some instability in staffing has slowed down progress in the longer term.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. Statutory requirements are met. This is an improvement since the previous inspection. Implementation of national strategies and the use of national guidance have given security to the curriculum.
Provision for pupils with special educational needs	Good. There is thorough provision through the preparation of plans for learning and the support given in lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Teachers are consistent in their support for pupils' personal development. Provision for spiritual and social development is very good. More could be done to promote understanding of the multi-cultural diversity of society.
How well the school cares for its pupils	Satisfactory. Good procedures ensure the protection and welfare of pupils. There are improved procedures for monitoring academic progress. Improvements still to be made are identified in development planning.

Parents think well of the school. This is indicated in their positive support for the school through the pre-inspection questionnaire and meeting with inspectors. More could be done to involve parents in the day-to-day work of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall. There is sound leadership. The school is efficiently managed. Significant improvements have been made in developing effective management systems.
How well the governors fulfil their responsibilities	Good. This is an improvement since the previous inspection. Governors are well informed. They take a meaningful role in strategic planning and in managing the budget. All statutory requirements are fulfilled.
The school's evaluation of its performance	Satisfactory. This improvement has given the school a better idea of what needs to be improved and how to achieve its targets for development. The school has learned how to challenge its standards and provision, and, in making improvements, it has been quick to consult beyond itself and to take expert guidance.
The strategic use of resources	Good. Thorough financial planning ensures that resources are provided efficiently and are well targeted on what the school needs most.

The level of staffing is satisfactory, despite some recent staffing instability. The provision of teachers is well enhanced by good and skilled provision of learning support assistants. The accommodation is excellent. Learning resources are sufficient to ensure that the curriculum is taught effectively.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • that their child likes school and makes good progress: • that teaching is good and they can approach the school easily with problems and concerns: • that the school has high expectations of their children and encourages children to become more mature and sensible. 	<ul style="list-style-type: none"> • the range of activities out of lessons: • the quality of information that they receive about the child's progress: • the homework children get.

The inspection team agrees with the positive views expressed by parents. More parents returned the pre-inspection questionnaire than at the previous inspection. Their response to the questionnaire is overall more positive than before. The range of activities provided out of lessons (extra-curricular activities) is satisfactory. However, most of this provision is for older pupils. This is usually the case in schools of this type. Some out of lesson activities happen at lunch times and parents may not recognise this as extra-curricular provision. The amount of homework children get is similar to that in most schools. There are ways in which the consistency of homework can be improved. Steps can be taken to involve parents more in the work children do at home. A very small number of parents of pupils on the school's register of special needs expressed concern about the identification of learning needs and communication with parents about special needs. Inspection findings are that the school's current systems are effective and well used.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. When children enter the nursery, their attainment is below average, especially in the area of language development. They make good progress and by the time they enter reception classes, attainment is about average. Progress is maintained and at the end of the Foundation Stage (for children in nursery and reception classes) they are well on target to meet or exceed the Early Learning Goals for children up to the age of five. (Early Learning Goals: the learning targets for children in nursery and reception classes)
2. The results of National Curriculum tests for eleven-year-olds in 2000 indicate attainment in English to be in line with the national average for all schools. In the same tests, attainment in mathematics was below the national average and well below the national average in science. Results have varied a great deal over the last four years. The school trend in attainment is upwards and above the national trend of improvement. When school results are compared with the results of schools in a similar social and economic context, results are well above average in English, in line with the average in mathematics and below average in science. A minority of pupils do not attain the level expected for their age. This is particularly the case in mathematics and science. Fewer pupils than is usual go on to attain higher levels in science. Differences in the attainment of boys and girls tend to be very small, except in English. Here, girls attain significantly better than boys, although the difference is getting smaller as the school's results improve. The school's standards continue to rise.
3. In the work seen during inspection, standards for eleven-year-olds in English and mathematics are in line with the standard expected and science is below the expected standard. In English and mathematics, the implementation of National Strategies for the teaching of Literacy and Numeracy has given a secure structure to the curriculum. This ensures that pupils make steady progress in their acquisition of skills. Teachers take lessons briskly and with confidence. As a result pupils learn well. Standards in science show improvement, but not as rapid as improvement in English and mathematics. Although pupils make progress in lessons, not enough of them attain the higher levels possible. Some do not use scientific methods and language sufficiently well. School systems for assessment of progress are not well enough refined to identify where more progress needs to be made. In other subjects of the curriculum, pupils attain the level expected for their age. There has been a significant improvement in information and communications technology (ICT). Attainment in ICT was a key issue for improvement at the time of the previous inspection. Pupils acquire valuable skills and use these skills a great deal to support learning in other subjects of the curriculum. Standards have been maintained in art, design and technology, geography, history, music and physical education. Standards in religious education are in line with the expectations of the local syllabus.
4. The results of National Curriculum tests for seven-year-olds in 2000 indicate attainment in reading and writing to be below the national average and well below average in mathematics. Teacher assessments in science indicate attainment below average. The improvement in standards for seven-year-olds has not been as rapid as improvement for eleven-year-olds, taking the expected standard for their age into account. Standards have been very erratic over the past four years, although the trend is upwards over this period of time. In the year 2000 group of pupils, the school has identified significant numbers with special educational needs, including a much greater proportion of pupils than is usual who have statements of special needs. This has an effect on the overall standard attained. In all the subjects tested, insufficient numbers of pupils attain the higher levels possible. Differences occur in the attainment of boys and girls from year to year and within the areas tested. However, except in reading, the differences over time are small and there is no overall pattern. In reading, girls attain better than boys by almost a term, although the difference is narrowing as school

results improve. When results are compared with those of similar schools, pupils attain average standards in reading and writing, and below average standards in mathematics.

5. The school continues to capitalise on improvements secured and standards in the work seen during inspection are better than test results suggest. Standards in all aspects of English and mathematics are in line with the standard expected. Attainment in science is below the standard expected. The National Strategies for Literacy and Numeracy are having a significant effect on attainment. Pupils are not yet sufficiently confident in the scientific content of their investigations to reach the higher levels possible. Significant improvement has been gained in ICT. Pupils are confident in their use of modern technology to support their learning. Standards in geography have improved in response to the key issue of the previous inspection. Standards in art, design and technology, history, music and physical education are in line with the standard expected. Pupils attain standards in religious education that are in line with the expectation of the local syllabus.
6. Given average attainment on entry to full-time school and standards that are close to average in all areas of the curriculum except science, pupils' achievement is satisfactory. Over time, they make satisfactory progress. However, much of the short-term progress they make in lessons is good and this is reflective of good teaching and learning. Pupils have very positive attitudes towards their learning. It is clear that although whole-school progress over time is inconsistent – and much of this stems from staff changes – it is strongly upwards. All school data point to substantial improvements in standards. The school has made a very good response to the key issues of the previous inspection. Although National Strategies for Literacy and Numeracy have been implemented well, there is insufficient use of numeracy skills across the curriculum. Pupils do make effective use of numeracy skills in science. Handwriting and presentation are inconsistent across the school. Pupils are taught good handwriting skills. They know how to write with an acceptable cursive hand. They do not do so in their lessons on a day-to-day basis. Pupils with special educational needs make good progress. Despite this, their prior attainment is low and the progress they make is in small steps and generally insufficient to attain levels expected for their age. Targets on their individual plans for learning are very clear and specific. A few pupils make very good progress in relation to their targets and are removed from the register of special needs. There are no pupils identified as learning English as an additional language. Although the school has strategies for identifying gifted and talented pupils, no current pupil is on a register. Achievement overall is satisfactory, although there is room for the further achievement of higher attaining pupils, especially in science. The school sets challenging targets for attainment in English and mathematics. Targets for 2000 were considerably exceeded in English and narrowly missed in mathematics. Pupils are on course to achieve the targets set for 2001. Given the school's improvement on the key issues of the previous inspection and its improvement in standards over time standards are now sufficiently high except for standards in science. The school is aware that further improvements can be made and has constructive plans to build on the improvements gained.

Pupils' attitudes, values and personal development

7. Pupils have settled into their new school and are enjoying the improved facilities. Their attitudes to their surroundings and their lessons are good and are setting the scene for improved standards. Pupils continue to show interest and involvement. They enjoy the challenge of the activities provided, whatever their age. This was particularly evident during a music lesson when Year 1 pupils were totally involved from the outset and thoroughly enjoyed themselves. In particularly good lessons, pupils' approach to their work and the way they interacted was excellent and contributed to their progress.
8. Behaviour is good both in and out of lessons. There have been no exclusions this last academic year.
7. Pupils' attitudes towards each other, and to their teachers, is a strength, contributing a great deal to the rise in standards. They feel valued and safe within their environment and enjoy celebrating each other's successes. Although there are occasional incidents, pupils do not feel threatened. They talk openly to adults about aspects of behaviour. The 'buddy' system,

where older pupils take on the responsibility for younger children, is a great boost to their confidence and maturity. The success of relationships is a credit to the school. Much of this success stems from the role models provided by the headteacher and his staff. They promote the value system that reinforces tolerance and respect. Pupils in one class have learned to sign so they can communicate more easily with their friends who have a severe hearing loss. This has increased the sense of family and resulted in an outward show of solidarity. Pupils have now reached a level where they are capable of taking responsibility for their learning and showing initiative. This was demonstrated in a Year 4 ICT lesson when pupils who have previous knowledge of computers helped their classmates without prompting from adults.

8. Attendance is good and reflects pupils' enthusiasm for school and keenness for learning.

HOW WELL ARE PUPILS TAUGHT?

9. The quality of teaching is good. In the lessons observed, there was no unsatisfactory teaching. Seventy-seven per cent of teaching was good or better, 23 per cent was very good and two per cent was excellent. This indicates that the school has significantly improved the quality of teaching since the last inspection. This is particularly evident in English and mathematics, where good teaching has clearly contributed to the raising of attainment. The management of pupils is a consistent strength of the teaching.
10. The quality of teaching for children under five is good. All areas of learning are taught well. The strengths in teaching of children in nursery and reception classes are:
 - teachers' knowledge and understanding;
 - relationships with children
 - and the effective use of support staff.
11. Teaching of English is good. Teachers are secure in their knowledge of the National Literacy Strategy. Teachers in Years 1 and 2 maintain pupils' interest and enthusiasm through lively, inclusive activities and discussions. For example, they use role-play to demonstrate the use of speech marks. Older pupils have well-developed independent learning habits. Teachers have high expectations of established routines in the classroom that encourage pupils to maintain their concentration and work well on their own. Teachers plan thoroughly for lessons throughout the school and they have clear objectives for what pupils are going to learn. They make sure that pupils have a clear idea of what they are doing and how well they have achieved their aims. However, there is currently an insufficient emphasis on the use of the basic handwriting skills, particularly among younger pupils. This also affects pupils' understanding of spelling and punctuation.
12. Teaching of mathematics is good and pupils progress well in lessons. The National Numeracy Strategy has been implemented well. Teachers are secure in their knowledge of the subject, which gives pupils confidence to respond to questions and participate in class discussions. Lessons are conducted at a brisk pace and pupils maintain a high level of concentration in their work through the interesting activities they do. Year 1 pupils are encouraged to praise each other by clapping when they succeed with a problem and they set each other problems based on buying items in a shop. Teachers work hard to match the activities to pupils' individual needs. This enables pupils to improve their understanding at a suitable pace.
13. Science is well taught, although teaching is not yet having sufficient impact on a legacy of under-attainment. Teachers use appropriate methods when teaching practical work. Tasks interest pupils and they work well. Good opportunities are given for working together. Because good routines have been established, pupils need little encouragement to work hard. The school has identified within its improvement plan the need to promote the learning of higher attainers. In particular, some use of scientific vocabulary is not well enough developed. Good use is made of assessment information to group pupils but insufficient use is made of assessment to enable pupils to make better individual progress. Most teachers are very clear with pupils about the learning objectives for lessons. Occasionally the scientific content is not clear enough. Teachers have good questioning strategies but there is not

enough emphasis on posing challenging questions that stimulate the scientific thinking of higher attaining pupils.

14. As well as directly taught lessons in ICT, teachers give pupils many opportunities to develop their skills in other lessons. For example, Year 2 pupils use an art program to produce work after the style of Piet Mondrian, and Year 5 pupils research health in Victorian times. There is widespread use of word processing by pupils to draft their work in English and pupils develop their mathematical skills in Year 5 by entering information into a spreadsheet from a supermarket till receipt.
15. The quality of teaching in Years 1 and 2 is good, overall, and some excellent teaching was seen. Teachers plan well for lessons and match both the language and activities well to the age of the pupils. In a religious education lesson, Year 1 pupils understood the meaning of “cross” “candle” and “altar” when discussing a recent visit to a church. Their understanding was reinforced well by handling a small bronze cross and a candle, and they expressed delight and surprise at the feel and appearance of these artefacts. Excellent teaching in music is typified by the teacher’s infectious enthusiasm and very lively manner. Pupils responded with enthusiasm and great interest when the teacher introduced a new unaccompanied song and they were eager to demonstrate their skills in rhythm. Pupils with hearing difficulties are included very effectively by support staff who communicate with sign language and these pupils enjoy their participation in the class activities.
16. Teaching among older pupils in Years 3 to 6 is good, overall. Teachers are clear about what they want pupils to achieve in lessons. This is evident from their planning. These objectives are communicated well to pupils through class discussions and subsequent activities. For example in an art lesson on pattern in Year 3, the teacher used words such as “overlap” and “repeating” and illustrated these words by showing the class good examples of pupils’ work. Pupils responded with a rich diversity of patterns. Pupils use exercise books to record much of their work in subjects such as geography, history and religious education and teachers encourage pupils to practise their writing, which develops their literacy skills well as they move through the school. There is inconsistent use of the handwriting skills pupils learn. Good positive marking of pupils’ exercise books in these subjects is evident and teachers inform pupils well about their work.
17. Teachers know their pupils well and have established good working routines, which enables pupils to feel secure and promotes good behaviour in most classes and subjects throughout the school. Pupils settle quickly to their tasks, without wasted time. Good use of available time is an important influence in their learning. The quality of teaching is consistent across the year groups of the school and the subjects taught.
18. The teaching of pupils with special educational needs is good. Learning support assistants are involved well in planning with the teacher and good support is given in lessons. This is particularly effective in the inclusion of pupils with hearing difficulties into lesson discussions and activities.

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

19. There has been a significant improvement in the management and organisation of the curriculum since the last inspection, when there were found to be serious weaknesses. The curriculum is broad and balanced and planning is based on appropriate programmes of work that have been put into place for all subject areas. This is well complemented by medium-term plans and short-term plans, which detail key vocabulary, differentiated activities and learning objectives to cater for different abilities, including pupils with special educational needs and those with disabilities. Most teachers have a sound grasp of the distinction between activities and learning objectives but there are some exceptions to this otherwise good practice. Support staff are well integrated into meeting the needs of their pupils. The work is planned in blocks of time so that pupils receive a balanced subject diet each week without long gaps between subject topics. In addition, the adoption of single age classes in

the junior stage has meant the avoidance of gaps in pupils' knowledge or repetition for others, although this has not fed through to the curriculum of Years 5 and 6, where both years do a study of Victorian Britain. By the monitoring of some areas of the curriculum through classroom observations by subject managers and senior staff, the scrutiny of pupils' work and teachers' planning, the weaknesses in the curriculum mentioned in the previous inspection are being put right. In addition, many teachers make helpful written comments on pupils' work to assist future improvement but this is not common practice among all teachers. Most importantly, the school acknowledges the need to devise a manageable system for charting the progress of pupils in the non-core subjects and the current system is undergoing review.

20. As a consequence of the implementation of the National Literacy Strategy and the improvements in curricular organisation and monitoring, standards have significantly improved in literacy. All the elements of the literacy hour are included regularly in every lesson and many of these literacy skills are directly taught across the curriculum. For example, in the study of Victorian Britain, Year 5 pupils used a range of literary techniques to research the topic.
21. In mathematics, standards are improving as a result of the tighter organisation of the curriculum and its monitoring as well as the introduction of the numeracy hour. While some teachers develop pupils' numeracy skills in other areas of the curriculum, this tendency is limited.
22. Other areas of the curriculum judged to be weak during the last inspection have made satisfactory progress. In Infant classes, pupils are now achieving average standards in geography and the provision of ICT has been addressed. Standards in science are below average and the school is emphasising this area of concern in the school development plan.
23. The curriculum for children in the Foundation Stage is well planned and ensures that children make good progress, both in nursery and reception. Planning is effective and a range of engaging activities stimulate children's interest, which ensures that they make satisfactory progress before they reach infant classes.
24. The school provides a curriculum in which pupils enjoy a high degree of equality and opportunity. The inclusion of all pupils, particularly those with special educational needs and those with disabilities, has a high priority in the school and contributes significantly to the social development of all pupils. Many children use the rudiments of sign language, and, with the good assistance of support staff, pupils with hearing difficulties are well integrated into the academic and social life of the school. Higher attaining pupils are, in the main, adequately challenged in classes and through the setting of pupils into ability bands in English and mathematics.
25. Provision for pupils with statements of special educational needs is good throughout the school. Younger children and older pupils have carefully formulated individual education plans that state clearly and concisely what they need to learn to make progress. The targets they are set are achievable and realistic and their teachers take these into account when planning their lessons. There are good links with a wide range of experts in the local education authority and health authority, who provide valuable support through their joint planning and teaching of individual pupils. Parents express strong support for the school and their confidence in the effectiveness of the school's practice.
26. The provision of extra-curricular activities is satisfactory. The school offers pupils recorder groups, an orchestra, a mixed football team, mathematics, chess and technology clubs, although participation in these activities is small. Pupils make good use of the local area and culture in lessons. Learning is supported by visits to church, museums, contrasting localities and places of interest such as the theatre.
27. The programme for pupils' personal, social and health education is satisfactory. It includes appropriate attention to sex education and drug misuse. 'Circle-time' discussions provide valuable opportunities for pupils to explore difficult issues and their feelings. During these sessions pupils learn to respect one another's views and to find ways of managing their

behaviour. The importance of healthy eating and exercise are also explored as part of the personal, social and health education programme.

28. Provision for pupils' spiritual, moral, social and cultural education is very good, as recorded in the last inspection. Provision for pupils' spiritual development is very good. Pupils are encouraged to think about their own uniqueness and to ponder the mystery and wonder of creation. The environment of the school itself is a powerful tool in promoting a sense of reflection. Art objects in the school arrest interest and both provoke and challenge pupils to think about the world around them. The school building itself, in its arrangement of form, shape and light, produces an atmosphere conducive to reflection. The school also places great emphasis on religious education, providing for pupils the knowledge and the intellectual discussion to think about the great faiths of the world. Assemblies significantly contribute to the pupils' spiritual development. They are of very good quality, involving activities rooted in the pupils' experience and which, at the same time, engage them to consider their place in the world. One assembly effectively explored the nature of forgiveness in the parable of the 'Forgiving Servant'. Another assembly was signed for the deaf pupils, demonstrating the consideration given to all members of the school community. All assemblies were in line with statutory requirements for a daily act of collective worship.
29. Provision for pupils' moral development is good. Each classroom displays its code of conduct and considerable time is given for children to consider the nature of their actions and why, in some instances, their behaviour has fallen short of expectations. Indeed, teachers have high expectations of their pupils' sense of morality and the children themselves clearly know the difference between right and wrong. A number of reward systems operate to encourage children to behave morally toward one another. Pupils respect one another, other people's property and the school building.
30. The school makes very good provision for pupils' social development. The presence of profoundly deaf children in the mainstream classroom is a social enrichment for all. Many pupils extend care and concern to one another on all levels, when playing or working together. The school also operates a 'buddy' system whereby younger pupils are provided with an older pupil as mentor. The tradition of charity collections is strong in the school and during the week of the inspection pupils were organising their contribution for 'Red Nose Day'. 'Circle time' also provides good opportunities for pupils to explore their relationships as well as the procedure rules they devise for social inter-action.
31. Provision for pupils' cultural development is satisfactory. Their local environment is used to good effect and some use of the local culture is drawn on to make their learning more meaningful. They understand some aspects of the cultural diversity of the world through work in religious education, geography and history and to some extent through music and art. Displays around the school reinforce this aspect of school life, such as the 'objects from around the world', an African mask and a display on the significance of light in a variety of cultures and faiths. Insufficient emphasis is placed on the role of significant black role models in past and present cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

32. The steps taken to ensure that pupils are safe and secure are good. The school's commitment to their welfare, including the continued attention to healthy living, is being maintained. Child protection is emphasised with established procedures in place. Pupils are well supported in their personal development by their teachers, who know their needs well and provide a high level of care. This is particularly enhanced through the work of the non-teaching support staff. They work hard to ensure that pupils with special needs are well integrated and have full access to the curriculum. Monitoring of attendance is effective, with support available should it be needed. The school has rectified the weakness in managing behaviour identified in the last report with great success. There is now a consistent application of discipline throughout the school. Pupils acknowledge this and respond positively. Any incidents of inappropriate behaviour are dealt with promptly and effectively. Pupils are now clear where the boundaries lie.

33. The school has satisfactory procedures for assessing, monitoring and supporting pupils' attainment. Assessment procedures in English and mathematics have improved significantly since the previous inspection report. This has had a positive impact on the progress made by pupils of all abilities. The successful implementation of the National Literacy and Numeracy Strategies has laid a good foundation for the development of procedures. Assessment is built into weekly planning and teachers use this information to guide future work and set targets. The school administers half-termly tests to track the progress of individual pupils, and tests based upon National tests for seven- and eleven-year-olds, are carried out with pupils in other year groups. Teachers use all of these procedures to set appropriate work for groups of pupils within the classroom and to inform their decisions where the setting of pupils takes place. Assessment procedures in some other subjects, however, notably science, ICT and geography, do not currently track individual progress consistently in all year groups. The school recognises the deficiencies and has plans to remedy the situation.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

34. The majority of parents have a positive view of the school and appreciate all that is done to educate their children. More parents responded to the pre-inspection questionnaire than at the previous inspection. Where questions were similar in the two questionnaires, the response of parents is rather more positive this time.
35. Parents' first experience of school through the nursery is a positive one: good relationships exist and full information on progress is given. The relationship is maintained but the focus on encouraging parents as partners is lost where there is not strongly active involvement of all parents in the work of the school. This not only leads to the lack of opportunities for parents to bring their own expertise to support their children's learning but also blocks the support mechanisms the school has to offer. Regular recruitment drives for parent helpers would help to alleviate this problem. Parents feel the staff are approachable and appreciate the good quality information they are given. Opportunities for regular consultations and the annual report enable parents to discuss their children's progress throughout the year. The school has made a positive effort to inform parents of new curricular initiatives and provides termly details of what their children are learning. Parents are aware that homework is set but would appreciate more information on the timing and also feedback, so they provide a better level of support. There is a committed group of very active parents who assist the school in raising funds and organising social events. These activities are well supported by parents who are keen to provide the backing from home to enrich their children's experience and development.

HOW WELL IS THE SCHOOL LED AND MANAGED?

36. The leadership and management of the school are good overall. Satisfactory leadership and good management have secured significant improvements in the work of the school. The role of the headteacher is well complemented by that of the new deputy headteacher. The school's aims are clear and communicated through the staff handbook and school prospectus. The values of the school are appropriate and directed towards learning and personal goals for pupils. All staff work hard to ensure that what the school values most is secured for pupils. Recent improvements indicate a capacity to succeed and that there is potential for additional improvement. Systems for delegation of responsibility are effective. Staff are clear about what they have to do. Since the previous inspection, the monitoring of standards of teaching and learning has improved. This has had a significant impact on the quality of teaching and learning. Not all staff with management responsibilities have had the opportunity to monitor classroom practice. The school has effective strategies for performance management and there are plans for the further development of teaching through monitoring and evaluation. The school is looking forward to the benefits that these strategies might bring.

37. At the previous inspection, the role of the governors was under-developed. In particular, a key issue was directed at ensuring that they get sufficient information about the standards of the school and what is being done to improve standards. Governors are now very well informed about school standards and the results of national tests. Much of this insight is due to the expertise of a member of the governing body who analyses and reports on test data – to the benefit of governors and the school in general. The expertise and experience of governors are well used. They have effective strategies for managing their areas of responsibility. They have a good understanding of what the school does well and what needs to improve. Governors play a significant role in budget setting and management, target setting and development planning. Their statutory duties are fully met.
38. There are good strategies for development planning. All staff have an involvement. The priorities identified are the most important targets for school improvement. Targets are clearly linked to classroom practice. Priorities have time constraints, identify who is responsible and what the implications are for budget setting. The school's budget is well balanced, reflecting appropriate finance for staffing, resources, maintenance costs and planned developments. There are good procedures for keeping a watchful eye on spending. Where money has been delegated to the school for specific purposes, this money is well targeted and the school is clear about how it has been used. Among its management systems, the school has effective procedures for introducing new teachers to the profession. Given a number of temporary teachers during the inspection, the school has supported them well. This has maintained the quality of teaching. There have been no recent trainee teachers on work placements in the school. The school puts this down to geographical inaccessibility. Given improvement in the quality of teaching, the school has the potential to be a valuable work placement. Other students from local schools benefit from a range of different work placements. The school makes very good use of new technology. This is a great improvement since the previous inspection. The school office makes good use of new technology. This is an enhancement to the quiet and efficient way day-to-day administration takes place. Pupils and teachers use computers a great deal in their work. An innovative feature of the school is the computerised system for the library. Pupils learn to use this with confidence.
39. The school has sufficient suitably qualified teachers to meet the needs of the National Curriculum, although at the time of the inspection there was a high number of temporary and supply staff. Five members of permanent staff were absent, for various reasons. It is anticipated that these difficulties will soon be resolved with the appointment of a new teacher with responsibility for mathematics and the return of other teachers. The number of support staff is good. They are used well to provide additional support in all classes, particularly for those pupils with special educational needs. Accommodation at the school is excellent. The relatively new building is spacious and provides a very positive learning environment. The generous space in the school hall provides for assembly, physical education and dining. The library is attractive and there are rooms additional to main classrooms. The areas for nursery and reception classes are attractive and well set out to provide stimulating learning environments for the children in the Foundation Stage. Outside facilities are equally good, with well marked out hard play areas and access to a large playing field. The accommodation is very clean and well looked after. Learning resources are satisfactory for most subjects. There is good provision for geography, ICT and physical education. Foundation Stage resources are good. The school has tackled the issue from the previous inspection with regard to the provision of enough non-fiction books in the library. Resources are readily accessible and well organised. There is ample storage space.
40. Significant improvements have been made in most areas of the work of the school. Standards have risen faster than the national trend of improvement. The provision made by the school for the personal support of pupils has brought about improvement in attitudes and behaviour. There has been a considerable improvement in the quality of teaching and this has brought about a freshness and vigour in the quality of learning. The curriculum gives security to the work of the school. Good implementation of national strategies and a constructive approach to national guidance in other subjects of the curriculum have been an improvement to coverage and supported the continuous progress made by pupils. Much of this improvement can be put down to improved systems within the management of the school. The school recognises that it must compete in seeking value for money and in comparing and challenging

its own standards. It has been effective in consulting and in taking advice and guidance. Satisfactory attention has been given to the principles of best value. Given the finance available to it, improved standards and a better quality of teaching and management, the school provides satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

77. The headteacher, governors and staff of the school should:

- Raise standards of attainment in science by implementing the priorities already identified in the school improvement plan (*paragraphs 2, 3, 5, 13, 108 to 113*):
 - Enhancing teacher knowledge through staff training;
 - Extending current systems for assessment;
 - Using assessment more rigorously to ensure the continuous progress of pupils;
 - Devising tasks which extend the learning of higher attaining pupils;
 - Making better use of scientific language;
 - Ensuring that pupils are clear about the scientific objectives of activities;
 - Making more use of numeracy skills in investigations;
 - Providing opportunities for the subject manager to have a clear view of standards, the curriculum provided and the quality of teaching and learning.

- Improve the quality of presentation of work (*paragraphs 6, 16, 94 and 95*):
 - Continuing to teach handwriting skills;
 - Giving pupils frequent reminders about using these skills in their day-to-day work.

- Strengthen the partnership with parents (*paragraph 35*):
 - Providing more opportunities for parents to know about the day-to-day work of the school;
 - Devising strategies to improve parental involvement in homework.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	60
Number of discussions with staff, governors, other adults and pupils	27

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	23	52	23	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 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	20	263
Number of full-time pupils eligible for free school meals		51

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	10
Number of pupils on the school's special educational needs register	1	71

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	10
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	4.7
National comparative data	5.2

Unauthorised absence

	%
School data	0.1
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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	29	27	56

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	21	22	23
	Girls	26	25	24
	Total	47	47	47
Percentage of pupils at NC level 2 or above	School	84 (78)	84 (93)	84 (93)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	21	22	22
	Girls	25	25	26
	Total	46	47	48
Percentage of pupils at NC level 2 or above	School	82 (81)	84 (96)	86 (85)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	18	20	38

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	10	13
	Girls	16	12	16
	Total	31	22	29
Percentage of pupils at NC level 4 or above	School	82 (78)	58 (70)	76 (83)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	11	13
	Girls	12	12	13
	Total	23	23	26
Percentage of pupils at NC level 4 or above	School	61 (53)	61 (60)	68 (60)
	National	70 (68)	72 (69)	80 (75)

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	5
Indian	0
Pakistani	2
Bangladeshi	0
Chinese	0
White	215
Any other minority ethnic group	0

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 – Y6

Total number of qualified teachers (FTE)	13.5
Number of pupils per qualified teacher	21.1
Average class size	23.8

Education support staff: YR – Y6

Total number of education support staff	14
Total aggregate hours worked per week	27.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	20

Total number of education support staff	1
Total aggregate hours worked per week	32

Number of pupils per FTE adult	10
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FTE means full-time equivalent.

Financial information

Financial year	1999 - 2000
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	£
Total income	516 874
Total expenditure	501 313
Expenditure per pupil	1 677
Balance brought forward from previous year	3 074
Balance carried forward to next year	18 635

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	281
Number of questionnaires returned	59

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	17	3	3	0
My child is making good progress in school.	46	47	2	3	2
Behaviour in the school is good.	25	64	2	3	5
My child gets the right amount of work to do at home.	29	46	9	7	9
The teaching is good.	50	45	2	2	2
I am kept well informed about how my child is getting on.	43	41	12	3	0
I would feel comfortable about approaching the school with questions or a problem.	83	12	0	5	0
The school expects my child to work hard and achieve his or her best.	59	36	0	3	2
The school works closely with parents.	38	50	3	3	5
The school is well led and managed.	53	35	2	4	7
The school is helping my child become mature and responsible.	53	44	0	2	2
The school provides an interesting range of activities outside lessons.	20	36	16	4	24

Other issues raised by parents

A very small number of parents of those pupils identified as having special educational needs raised concerns about provision and the quality of information they receive. Inspection findings are that provision for special educational needs is good. Strategies are in place that ought to ensure good communication. There are ways in which communication with some parents can be improved.

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

78. The provision for pupils in the Foundation Stage is good and this represents an improvement since the last inspection. Since then a co-ordinator for the Foundation Stage has been appointed and planning in both the nursery and the two reception classes has been revised to incorporate the Early Learning Goals for the Foundation Stage. Assessment and record keeping systems keep track of the progression and continuity of work for children through the Foundation Stage.
79. The attainment of many of the children on entry to the nursery is below that expected for their age, especially in their speaking and listening skills. They make good progress in the nursery so that by the time they reach the reception classes, baseline assessment shows that standards are broadly average. They continue to make good progress so that by the time they leave the reception classes most achieve the Early Learning Goals in all areas of learning whilst the higher attaining pupils work within the early stages of the national curriculum.
80. Children enter the nursery in September following their third birthdays and attend part-time for either a morning or afternoon session before transferring to one of the two reception classes at the beginning of the academic year in which they become five. The introduction of children to both the nursery and reception classes is well managed, with appropriate opportunities for children from the nursery to work with the reception classes. These arrangements help the children to settle in well. The partnership with parents of children in the Foundation Stage is satisfactory overall, with strengths in the nursery.
81. In general the quality of teaching is good throughout the Foundation Stage but the quality of teaching in the nursery is stronger. The attention of children in the nursery is strongly focused on their learning. During the inspection one of the regular reception teachers was absent. A supply teacher taught these children. The pace is not as brisk for children in reception classes. Strengths in teaching are in the teachers' knowledge and understanding, relationships with children and the effective use of support staff. Across the Foundation Stage an appropriately challenging curriculum for children within rich and stimulating environments helps them to make good progress.
82. Resources are good both for indoor and outdoor activities and they are used well. The accommodation is excellent, with bright and spacious classrooms with appropriate facilities and withdrawal areas, and very good outdoor areas, which are secure yet easily accessible, particularly for the nursery children.

Personal, social and emotional development

83. The provision for the children's personal, social and emotional development is good. The children attain the expected goals by the time they leave the reception class. They enjoy coming to school and follow routines and join in with activities with enthusiasm. In the nursery and reception many opportunities are provided to enable children to work and play together. They often share activities as, for example, when they role-play in the 'medical centre' in the reception classes. Both teachers and support staff work well together to create stimulating, warm and secure environments in which children grow in independence and confidence. Everyday routines are well organised to provide many opportunities for children to take simple decisions, make choices and to take some responsibility and to work in small or in larger groups. Resources are stored at a suitable height so that children get what they need independently.
84. In the nursery good adult support enables children to become independent in personal hygiene and dressing as they prepare for outside play or getting ready for painting activities. In the reception classes the children collaborate well, handle equipment carefully and share

resources. They are well motivated, seen, for instance in a reception class, when finding objects that matched the initial letter sounds of letters of the alphabet for their personal dictionaries. In both the nursery and reception classes all adults show care and consideration for the needs of individuals and are very good role models. The children listen well and respond well in discussions and are keen to ask questions. The children concentrate satisfactorily for their age on self-chosen activities. In the more directed activities they concentrate for longer periods because they are well supported within a small group. Behaviour is good and the children routinely clear away well at the end of the lessons. As the children progress through the reception classes they adapt confidently to the brisker pace and become increasingly independent.

Communication, language and literacy

85. Children make good progress in this area of learning so that by the time they leave the reception classes their attainment is in line with that expected. In the nursery and reception classes emphasis is placed on good communication through stories, songs and rhymes. Teachers and support staff take every opportunity to encourage children to talk about their work. New vocabulary is introduced through interesting activities as observed, for instance, when the nursery children discussed the eggs in the incubator and how near they were to hatching. Children in reception re-told the story of "Rosie's Walk", the teaching placing appropriate emphasis on the children's understanding the words, 'around', 'under', 'before', 'near' and 'after', as part of their mathematics lesson. Children enjoy stories and concentrate well in both the small groups and whole class sessions with their teachers. Most children show an interest in books, as was seen in a nursery lesson that was held in the school library. Here the children listened to a story and were given time to choose and 'read' independently or sit with an adult and listen to a story. Time was given to talk about the organisation of the library and some simple explanations about the classification of the books. In reception, the children develop their knowledge of letter sounds and the higher attaining children read accurately and fluently from simple texts. Before they move to the reception class most children recognise their names. They have sound pencil control and many are making good attempts at writing letter shapes. In the reception classes appropriate emphasis is placed on teaching literacy skills. Elements of the Literacy Strategy guidelines are used in the reception classes, particularly in the use of 'big books' and emphasis on letters of the alphabet and related sounds. The majority of children are learning to form letters correctly and try very hard when tracing over letters; a small number of children write their names and simple words independently.

Mathematical development

86. Provision for children's mathematical development is satisfactory overall and they make satisfactory progress. In the nursery children develop their understanding of numbers to five using cubes and record their work. They count accurately and match objects one-to-one. They learn to sort, play with apparatus in the water tray and every opportunity is taken to introduce counting into other activities. Children learn the names of common two-dimensional shapes and of colours. In reception children recognise and order numbers to ten, count backwards from ten. Songs and rhymes effectively support counting; for instance, the children work out how many frogs will be left when singing ten little frogs. They develop their knowledge of shape and space by making repeat patterns using a range of two-dimensional shapes. They know the names circle, square, rectangle and triangle. They developed their use of mathematical language well when discussing the story 'Rosie's Walk'. Overall, teaching is satisfactory, with sufficient emphasis on the development of mathematical understanding. Good use is made of practical activities to reinforce learning.

Knowledge and understanding of the world

87. In the nursery, children learn about the life cycle of chickens through the eggs that are in the class incubator. They know that the eggs will take approximately twenty-one days to hatch and that the chickens will look different when they are hatched. The children use the computer with confidence when following a story on the computer. In reception, when using the computer to follow the story of 'The Three Bears'; the children use the mouse confidently and change the

functions of the cursor to achieve the results they require. They know that a daffodil plant has a stem and flowers and look carefully at these when making their collage pictures. They discuss the texture of a range of materials that they use to make pictures, describing these using words such as 'prickly', 'rough', 'smooth' and 'hard'. Some children discuss and draw the models they have made using construction kits. They make sound progress throughout the Foundation Stage and by the time they start statutory schooling most children achieve the level expected for their age.

Physical development

88. In both the nursery and reception classes, there are many opportunities provided for children to develop their skills using pencils, crayons, scissors and other tools. For example, in the nursery they use sponges with paint carefully when printing pictures of spring flowers. They handle scissors well and carefully control their brush strokes when painting in the stems. The children display good manipulative skills as they complete jigsaws and use construction equipment. A good range of activities such as water play, jigsaws and construction kits also help develop children's physical skills. The school has two very good outdoor play areas - one for nursery children and one for reception, with a good range of large toys that the children use well. The reception children develop their manipulative skills well and handle pencils and crayons appropriately when writing and drawing with good control. Overall, children make good progress and by the time they start school their skills are broadly in line with those expected for their ages.

Creative development

89. Children make good progress in their creative development through the nursery and reception classes. In the nursery the children print pictures of spring flowers using paint and sponges. In reception they make interesting collage pictures using a range of materials with different textures. Good opportunities are created for children to use their imagination through small toys and the role-play areas. They use the 'medical centre' well in reception - for example, when they discuss the 'treatments and care' that 'patients' might need. There was no opportunity to observe the children in a music lesson but they maintained the tune when singing nursery rhymes, counting rhymes and action songs. By the time they begin statutory schooling most pupils have made satisfactory progress in this area of learning and they are in line to achieve the expected level at the end of the reception.

ENGLISH

90. National Curriculum tests in 2000 showed that seven-year-old pupils achieved standards in reading and writing that were below the national average. However, when compared with schools with a similar background, results were broadly average. The trend of improvement over five years is better than the national trend. Eleven year-old pupils achieved standards that were in line with the national average and well above the average when compared with those in similar schools. The improvement in test results among these pupils is significantly better than the national trend over five years.
91. Inspectors judged attainment in English during the week of the inspection to be in line with the standards expected nationally among both seven- and eleven-year-old pupils. This represents an improvement in English since the previous inspection report. The good quality of teaching overall and the successful implementation of the National Literacy Strategy are having a significant impact on standards, and pupils, including those with special educational needs, make satisfactory progress in the acquisition of skills, knowledge and understanding throughout the school.
92. Attainment in speaking and listening is in line with the standards expected nationally by pupils in Years 2 and 6. Pupils listen attentively in class both to the teacher and to one another. Year 1 pupils enjoyed standing in front of their class helping to re-tell the story of Noah and the flood, which they have remembered well, while the rest of the class listened with interest. Role-play in

Year 2 provides pupils with the opportunity to demonstrate good, clear speech in groups and individually when enacting the story of "The little wolf and the giant", with the teacher as the narrator. Pupils listen carefully to each other and extend their ideas and vocabulary using words beginning with "wh". Pupils in Year 5 were very eager to make their contributions in a class discussion on Victorian health. They explained clearly to the class what they had discovered in their research and the way that the discussion developed and ideas were extended demonstrated a good awareness and response to what everyone had to say. Pupils in Year 6 listen to each other carefully and develop their ideas thoughtfully when discussing language for effect and develop phrases such as "the walls whispered into the dark".

93. Pupils in Years 2 and 6 attain standards in reading that are in line with those expected nationally. Most pupils in Year 2 read aloud confidently and higher attaining pupils show their awareness of speech marks and punctuation in the way they read with expression. Pupils talk confidently about contents and index pages. They show a good understanding of how to find information in a book. They understand the difference between fiction and non-fiction books. As they move through the school, pupils develop an increasing awareness of the plot and characters in the books they read. Most pupils are keen to discuss their favourite books and authors. By the time they are eleven years old, most pupils read aloud with expression and confidence. When they come across unfamiliar words, such as "biopsy" and "chaotic", they hesitate but use their previous knowledge of the structure of words to say them correctly. Most pupils show a deeper understanding of character and plot by discussing the comparisons between characters and situations in a series of books such as "Harry Potter", and predicting the way in which the characters will develop.
94. Attainment in writing is in line with the standards expected nationally by pupils in Years 2 and 6. Pupils in Years 1 and 2 gain a good grasp of basic vocabulary - for example, in "Noah and the Flood" - and begin to write independently. They develop their ideas well in sequences of sentences, through the many opportunities that they are given to write in other subject areas. However, the inability of some pupils to form letters consistently and the lack of joined writing amongst higher attaining pupils have a detrimental effect on punctuation and grammar. Most pupils in Year 5 understand that when writing non-fiction they should plan and organise their work. For example, when preparing to write a piece on Health in the Victorian period, pupils find information from reference books and make notes appropriately. They draft their work from these notes and organise their writing logically. Pupils also use a computer to edit their writing, and understand the benefits of this method in the drafting process. Higher attaining pupils develop and sustain their ideas well and make good comparisons when writing about illnesses prevalent in Victorian times and today. Lower attaining pupils, however, still do not use full stops and capital letters accurately. Year 6 pupils confidently write lengthy pieces in a variety of forms. They choose language and vocabulary for effect. For example, "The screeching birds scattered, forming a black cloud in the night sky". Punctuation and grammar are generally accurate. Pupils write substantially in lessons other than English, and handwriting improves significantly as pupils move through the school and, by the time they are eleven years old, it is mostly clear and legible. However, not all pupils join their letters and write fluently, with the presentation of work sometimes being untidy.
95. The standard of teaching is good, overall, with much very good teaching evident. No unsatisfactory teaching was observed. This is a substantial improvement since the previous inspection report. The school has implemented the National Literacy Strategy and teachers are using it very well; consequently, the weaknesses highlighted in the previous inspection report have been rectified. Teachers' planning is thorough and objectives are clearly stated and communicated to pupils in lessons, with assessment opportunities evident throughout. Lesson plans recognise the differing needs of pupils and activities are organised appropriately. Teachers take account of the attainment of pupils in previous lessons and plan accordingly. For example, a Year 5 teacher identified the need to reinforce the use of conjunctions and changed the balance of the next lesson. Pupils made good progress in their understanding in this lesson through the clear focus in activities and discussions. Pupils are given many opportunities to use their literacy skills in other subjects such as geography, history and religious education. This has helped to improve the handwriting of many older pupils, although the way in which handwriting is taught is not consistent across the school. This affects the presentation of work as well as slowing the progress in punctuation of some pupils; for example, by using capital

letters in the middle of some words and sentences there is confusion with full stops. Pupils are given many opportunities to use computers to draft their work and the tasks set are relevant and structured at each age to increase pupils' skills. Pupils learn what they are doing well and how to improve through good, informative marking of their exercise books. Teachers support pupils by praising successful work and setting targets for the future where needed.

96. Resources are generally satisfactory. The co-ordinator has a thorough grasp of the issues involved and has a clear picture of current strengths and weaknesses. She has identified how to implement the recommendations of the previous inspection report and has worked hard to act on them to develop the subject in the future.

MATHEMATICS

97. Standards attained by pupils when they are eleven are now broadly in line with the national average. This represents an improvement since the last inspection and confirms the findings of a recent monitoring interim report, which found that standards were improving. The National Curriculum test results since 1996 show that not only have standards risen but also that they have done so at a faster rate than that found nationally and much of the work now meets the required standard. However, the test results for 2000 show that too many pupils remained at a below average level, although the percentage of pupils achieving the higher level was above the national average. When this is converted into a points score, it shows that standards were still below average, overall. However, when their results are compared with pupils from similar schools, their attainment was broadly in line with the average and when compared with their attainment at the age of seven, their achievements indicate that they have made satisfactory progress.
98. Standards attained by pupils by the time they are seven are also broadly average and have also improved since the last inspection, when they were judged to be below average. In the National Curriculum tests at the end of Year 2 in 2000, the large majority of pupils reached the expected level. However, too many of them only reached the lower end of this level. Not enough achieve the higher levels for the school to reach the average points score. When compared with pupils from similar schools they were also below average.
99. There are no significant differences between the attainment of boys and girls. Pupils with special educational needs make good progress in relation to their prior attainment, owing to the good provision for them throughout the school.
100. The evident improvements have come about as the result of the successful introduction of the National Numeracy Strategy, with better training for teachers, which has improved the quality of teaching, and the better match of work to pupils' prior abilities. However, the weakness identified in the previous report with regard to pupils' work in data handling remains.
101. By the age of seven most pupils subtract 20 from higher two-digit numbers, read and write figures to 100 and distinguish between odd and even numbers. The lower attainers add and subtract 10 from two-digit numbers fairly accurately. The higher attainers use multiplication and division to solve simple problems. In Year 1, pupils use money in some well-prepared activities. They buy items from a 'fruit and vegetable' shop using money to 20p; the higher attaining pupils understand how to work out what change is needed. The scrutiny of pupils' books shows that they have a sound understanding of the properties of simple two-dimensional shapes and are beginning to use standard units when measuring.
102. By the age of eleven, pupils' earlier work shows that most pupils have a sound understanding of the relationships between fractions, decimals and percentages and add and subtract decimals to two places. They use negative numbers and have a sound knowledge of multiplication tables. The higher attaining pupils understand and use mode and median and the probability of events. The lower ability pupils have an understanding of factors and square numbers. Most Year 5 pupils use decimal notation to two places in addition and subtraction. They use their knowledge of measures to work out the areas and perimeters of shapes. The higher attaining pupils multiply three-digit numbers by two digits. The lower attainers convert

grams to kilograms and use this knowledge when solving simple problems. In Year 3, pupils demonstrate a sound knowledge and understanding of multiples of 10, which they then use in calculations. They present information in simple block graphs and interpret the information in these. Higher and average attainers understand halves and quarters and use standard measures appropriately when measuring length and weight. Pupils in Year 4 continue to develop their knowledge and understanding of numbers and use these increasingly to solve problems. They develop an understanding of time and symmetry.

103. The pupils' attitudes towards mathematics are good, overall. In lessons they are enthusiastic but well behaved, joining in with mental sessions and showing enjoyment in their work. They concentrate well and are well motivated. These attitudes are having a positive impact on the pupils' raised standards. Pupils also respond to challenge very positively when they are set problems, as in Year 6 when pupils were learning how to use the protractor to measure the angles in triangles accurately; at first they found the task difficult but persevered until the large majority were successful.
104. The quality of teaching has improved since the last inspection. In infant classes, although teaching is satisfactory overall, there are examples of some good teaching. In junior classes teaching is good, overall, with some examples of very good teaching. Staff have worked hard to successfully introduce the National Numeracy Strategy and lesson planning has improved as a result of this. A good deal of training has taken place and this has improved teachers' subject knowledge and expertise as well as their confidence in the subject. Teachers' expectations are higher and there is more evidence in lessons of tasks being better matched to pupils' prior attainment. However, this is less evident in the scrutiny of pupils' work and is an area in need of further monitoring to ensure that it happens enough.
105. Arrangements for assessment are good and this represents a marked improvement since the previous inspection. Teachers use informal observations that they record on their lesson planning sheets and there are also regular formal tests that are used to set both individual and school targets. Good analyses of the statutory tests take place and this information is used well to identify and target weaknesses. The marking of pupils' work, however, varies unacceptably from teacher to teacher. In some classes work is ticked and there is little indication of what the child has done well or what needs to be improved. Most lessons contain a good mental session before the main teaching is done, and they also finish with some form of revision of what has been learned. In the better lessons this part of the lesson is used well to further extend and develop pupils' learning.
106. Although there is some evidence of pupils using mathematics to help their learning in some lessons such as in science - for example, when measuring in Newtons and recording findings in tables and graphs, and also in a Year 5 ICT lesson, when pupils were completing a spread sheet - this area of the curriculum is generally not developed as well as it might be across the school.
107. The deputy headteacher is currently acting as temporary subject co-ordinator, following the recent promotion of the previous teacher. Much effort has been put into raising standards. The regular monitoring and evaluation of the quality of teaching and learning to ensure the necessary consistency in provision throughout the school have played a large part in this alongside the monitoring of teachers' plans and scrutiny of children's work. The school has provided extra support for the current Year 3 group, which the school has recognised as having a larger number of pupils requiring additional help. The deputy headteacher runs a weekly mathematics club and also booster classes for Year 6 pupils, which takes place on Saturdays. Resources are adequate and are generally used well.

SCIENCE

108. Attainment in science is below the standard expected when pupils are seven and eleven. The results of teacher assessment for seven-year-olds in 2000 were below the average for pupils in all schools nationally. When compared with schools in a similar social and economic context, results were average for the expected level but below average for pupils gaining higher levels.

This year group has a high proportion of pupils identified as having special educational needs, including a larger than usual number of pupils with a statement of special educational needs. National Curriculum tests for eleven-year-olds in the same year gave results that were well below average when measured against all schools nationally. When compared with similar schools, results were average. Over the past four years, results in science have ranged from well below average to average. Some of this inconsistency is attributed to changes in staffing and to the numbers of pupils identified as having special educational needs in some year groups. Despite the inconsistency from year to year, standards are improving overall. Fewer pupils than in most schools go on to gain the higher levels possible at seven and eleven years of age. There are no data to indicate any difference in the attainment of boys and girls when they are seven. For eleven-year-olds, although there are differences from year to year, these are small, inconsistent and they have narrowed considerably over the years. Standards in the work seen during inspection are similar to but not the same as the results of tests.

109. Standards of attainment for pupils aged seven are below the standard expected. Pupils complete a wide range of investigations across the full curriculum. A good range of knowledge is acquired about the life forms they find all around them. They relate this to aspects of their own growth and health. Some have an accurate idea of what conditions seeds need for growth. Pupils examine man-made and natural materials, explaining how different fabrics are suited to their purpose. They have an early knowledge of electricity and use their knowledge of the world to write about different light sources. The scientific content of their work is not always clear, despite school-wide strategies for the identification of learning objectives. For example, in a piece of work on sound, pupils identified sounds which they liked and disliked but did not go on to make some scientific hypotheses about why sounds were pleasant and unpleasant. Many pupils work at the level expected for their age. However, there is insufficient evidence of pupils going beyond what is expected. They have too few opportunities to answer questions and conduct experiments that challenge them to think and explain why things are as they are. Although much of the work they do is practical and investigative, there is little evidence of pupils developing a scientific way of working and a scientific way of thinking.
110. For eleven-year-olds, standards of work seen during inspection are also below the standard expected. This is rather better than test results for 2000 suggest. Most pupils work at the average level expected for pupils of their age. There is little evidence of a substantial proportion of pupils working above that level, although some do. There is good coverage of the content of the National Curriculum. Most of the work pupils do has a practical and investigative basis. Pupils become accustomed to making predictions about what might happen during an investigation. Many acquire a good understanding of scientific fair testing. Pupils measure force appropriately in Newtons. Very small liquid measurements are made accurately using calibrated measures. Pupils collect data into tables and interpret the results. This supports the work they do in mathematics. More use needs to be made of ICT for recording results and researching. There was one good example of the use of ICT to record in a Year 5 lesson. Occasionally pupils do not use scientific vocabulary accurately enough. For example, a pupil used the word 'melt' as an alternative to 'evaporate', an error that was picked up by the teacher when work was marked. Pupils conducting an investigation into the separation of different solids were challenged by the teacher to find alternative ways of doing the separation. Few were able to come up with challenging alternatives, although most were able to offer a limited range of ways to complete the experiment. Pupils are not yet making the connections that enable them to make scientific generalisations. For example, in work on evaporation, while they observed and measured rates of evaporation, they had to be directed to specific aspects of evaporation such as the effect of air stream and temperature when drying washing and in the use of hair dryers and tumble driers. Pupils working on electrical circuits were quick to make a series circuit with two bulbs. Many could explain why the bulbs were dim. Making a parallel circuit was a little more difficult but all met with success, although lower attaining pupils needed much support. Some pupils were able to explain why both bulbs burned brightly. However, there was no subsequent explanation of the effect parallel circuits have on the battery. They were able to make the link between types of circuit and the most suitable circuits for domestic lighting.

111. Pupils have positive attitudes to their work. They enjoy its practical nature. Working together in groups enhances their relationships and sense of social responsibility. All this has an impact on the quality of their learning. Good support to their spiritual, moral, social and cultural development is given. There are opportunities to ask some of the more profound questions about the scientific nature of life and the world around them. Pupils have a clear understanding of how to behave in group work and about how act safely during lessons. Visits to the scientific museum 'Eureka!' enhance pupils' understanding.
112. Teaching and learning are good. Teachers manage pupils well. Occasionally pupils are not easy to control but teachers have good strategies to overcome difficulties. Subject knowledge is satisfactory and well used. The school has identified further training as a priority to give teachers confidence and to enable them to challenge pupils more. This is an appropriate priority. Activities are well planned overall. Good support is given to lower attainers and this helps them to make good progress. The tasks prepared for pupils are well designed to match the learning needs for their age. However, not enough is done to meet the learning needs of higher attainers. Teachers ask a good range of questions to engage and stimulate pupils. More use could be made of open-ended questions that challenge and require pupils to explain their thinking. There is some good use of numeracy skills. Pupils are expected to use their literacy skills to record their investigations. Tasks are not designed around work sheets that restrict pupils' opportunity to be creative and original in their response to the work. However, much of the writing is presented untidily. Many lessons are brisk. Good preparation means that resources are well thought out and used. Teachers give good support to pupils with learning difficulties and the work of learning support assistants is frequently targeted on these pupils to good effect. Because they enjoy their activities, pupils work hard and concentrate well. They take an active part in discussions and settle quickly to their activities and written work. These features are positive factors in raising the quality of learning. Overall, the pupils make satisfactory gains in knowledge, skills and understanding.
113. The subject is efficiently managed. The co-ordinator is perceptive about what needs to be done next to improve standards. Targets have been established and are the focus of school improvement planning in its next phase. There have been few opportunities for monitoring teaching and learning, although curricular provision is monitored through the school's periodic review of planning. The school has suitable strategies for the analysis of performance data such as standard test results and uses this to identify areas of weakness in the curriculum. Strategies to assess the progress of individual pupils are less well established. This is one of the targets for improvement for the coming year. Resources are satisfactory and easily accessible. Resource needs are appropriately assessed through a periodic audit.

ART

114. Standards of attainment in art are in line with the standard expected nationally when pupils are seven and eleven. This is similar to the standard established at the time of the previous inspection.
115. By the time they are seven, pupils are competent in using a range of tools and materials for art. They use pencil to draw recognisable people, animals and landscapes. Crayon, felt pen and pastels are used confidently. Pupils mix paint knowledgeably and discuss the use of primary colours and secondary colours using the correct terminology. They make use of the environment outside the classroom to discover motifs that they bring back into the classroom as sketches to prepare materials for printing using the motif. Pupils know about the work of Piet Mondrian. Not only have they painted in his style but also they have used the computer to replicate his style on screen and print out the results. Some have used clay to produce Divali lamps, linking their work in religious education with their work in art. The lamps have been attractively finished in colour. Others have made masks and large-scale collages. Reflective of their work in science, pupils have made weaving patterns to simulate the fabrics they have been studying. They make good progress in lessons, discussing their work enthusiastically and identifying what they find stimulating and satisfying in their activities. Progress over time is satisfactory.

116. By the time they are eleven, pupils have experimented with a broad range of art materials, building successfully on the progress made previously. They make successful links with other subjects - for example, in accurate colour drawings and paintings of places of worship such as The Golden Temple at Amritsar. Pupils paint landscapes, capturing effects of light and shade. They thicken paint to achieve effects such as depth and sheen. They discuss the tone of paintings and how they feel about the work of different artists. Some paint in the style of Monet, accurately simulating the tone of his work. Pupils work with modelling medium to create three-dimensional models. Others use art straws and pipe cleaners to achieve movement in the figures they make.
117. Pupils' attitudes to art are positive and enthusiastic. They enjoy the practical tasks with different materials. They talk knowledgeably about their own work and the work of famous artists. The work they do has a considerable influence on their personal development, particularly in the opportunities they have to understand and appreciate each other's work and in the cultural understanding they gain from looking at the work of famous artists.
118. Very little direct teaching of art was seen. It is not possible to make a secure judgement about the quality of teaching. However, the work of pupils, and their lively discussions, imply that teaching is at least satisfactory. Teachers' planning for lessons is secure. What the pupils learn indicates that teachers' knowledge is satisfactory. Pupils acquire a good range of skills, knowledge and understanding in their learning. Learning is motivated by their interest and enthusiasm. They enjoy talking about what they know and have done. The opportunities given to pupils with special educational needs are similar to those offered to all pupils. Their work suggests that they make progress in their learning that is in line with their prior attainment.
119. The subject manager is enthusiastic and knowledgeable. She has had no recent opportunities to see art being taught. She monitors the provision of the school by seeing pupils' completed work and measuring this against what has been planned. There is a sensible policy and scheme of work to support continuity across the years. The school has a manageable strategy for assessment. However, it is not yet well developed to ensure the continuous progress of pupils. Resources are satisfactory, well stored and accessible. The subject manager has a policy for display across the school. The learning environment is well enhanced by the display of photographs, paintings and sculptures. It is a stimulating and aesthetic environment for pupils. Their work is displayed alongside the work of adults and this is a motivating factor. However, the disadvantage of a beautiful new building is that there is little large-scale space outside classrooms for pupils' work to make a great impact.

DESIGN AND TECHNOLOGY

120. Standards of attainment of seven- and eleven-year-old pupils are in line with those standards expected nationally.
121. Year 1 pupils make a simple labelled design for playground equipment and include a list of materials and tools required for their model. They recognise the characteristics of materials such as card and pipe cleaners and discuss ways that they can be used. Pupils, including those with special educational needs, build successfully on their design skills and in Year 2 they draw more complex plans for making model buildings. They make the buildings from a range of materials, including wooden dowelling, which require the use of saws. They recognise, in a written evaluation, what they have done well and suggest things that they could do better. Pupils describe how they made biscuits from their list of ingredients and constructed a cardboard box as packaging. Older pupils develop their knowledge and understanding satisfactorily as they move through the school, and by the time they are eleven years old they use information they have gathered to design a series of model buildings to make a village. They use a variety of materials, including wood, which is worked with saws and sandpaper to provide a higher quality finish, and they evaluate their own work when it is completed. The school provides pupils with time after school to attend a design and technology club, which runs twice weekly throughout the year for both older and younger pupils. Pupils work with component kits to tackle more complex activities, such as building a model of a harbour and constructing a life-size electronic robot.

122. Only one lesson was seen during the week of the inspection, and therefore it is not possible to make an overall judgement on teaching. In this lesson, the lively engaging manner of the teacher encouraged pupils to participate fully in the lesson. Pupils with hearing difficulties were fully involved in both the class discussion and subsequent activities by the effective deployment of support assistants who use sign language. The teacher effectively demonstrated the properties of the materials to be used to make model playground equipment and used vocabulary such as “joining”, “chains” and “screws” which pupils begin to use independently as the discussion progressed.
123. The co-ordinator has adopted the Qualifications and Curriculum Authority guidelines as the basis for the schemes of work and there is appropriate coverage of the curriculum throughout the school in teachers’ planning. Assessment procedures are based upon whole-class achievement, with strengths and weaknesses highlighted, but individual pupils are not finely assessed. Resources are relevant and appropriate for the development and coverage of the curriculum and the co-ordinator is aware of the strengths and areas for further development in the subject.

GEOGRAPHY

124. By the time pupils are seven and eleven standards are average. This represents an improvement since the previous inspection, when geography at Key Stage 1 was judged to be below average. Given average and below average attainment on entry to school, pupils make satisfactory progress in their achievement.
125. Seven-year-olds have a good knowledge of their immediate area through a strong emphasis on fieldwork. Their geographical knowledge is developed from a focus on the features of the school, going on to the characteristics of their village and to contrasting localities in the United Kingdom and the world beyond. For example, pupils achieved well as a result of a guided walk through the village. They understood and recognised the difference between physical and built features. They explained the function and purpose of shops, facilities and land use, such as quarries and parks. Year 1 pupils worked well together in a vehicle survey, which they later plotted accurately on a simple bar graph. In a study of Brazil, Year 2 pupils found Brazil on a world map and described some of the essential features of that country. Pupils know that it is an economically developing country and that many features are different from those at home. Higher attaining pupils expressed the reasons for their likes and dislikes about the country they were studying and accurately used geographical knowledge in their explanations.
126. Pupils in Year 4 interpret map symbols and relief features to describe the characteristics of a particular location. They worked well to choose two or three contrasting areas using Ordnance Survey maps. Fieldwork is used extensively in junior classes to develop pupils’ geographical skills and to enhance their learning. Visits to farms, a bus depot, a fire station, an airport and Flamborough are good features of their progress of work. These visits promote learning well to support the standard achieved. Items in the news are used to make geography more meaningful to pupils. An example is the use made of newspaper articles on the recent flooding which stimulated lively discussion in a topic about weather.
127. Teaching is good. Teachers have good understanding of the subject, which they use well. Lessons are well planned and show clear learning objectives. High expectations ensure that pupils are interested and concentrate on their work. They listen attentively to the teacher and other pupils and sustain attention in independent activities. Because pupils are well managed, teachers make good use of available time: no time needs to be wasted on controlling behaviour. Pupils’ work is regularly marked, often with pertinent comment from the teacher to direct pupils towards targets for improvement. Lesson plans always show how activities will be modified to meet the needs of different abilities and disabilities.
128. The co-ordinator has been active in monitoring the subject through comprehensive classroom observations, reviewing teachers’ planning and analysing pupils’ work. This is beginning to

help to raise standards in the subject. The school has adopted the guidance of the Qualification and Curriculum Authority to organise the curriculum. Work in pupils' books indicates effective coverage of knowledge and the development of geographical skills and ideas. There are opportunities to use literacy skills to enhance work in geography. A strong focus for learning is provided through the naming of each class after a European country. Assessment of geography is presently being reviewed in an attempt to devise a method to track individual pupils' progress in the subject. Current assessment is too general to support monitoring of academic progress.

HISTORY

129. Standards in history are average for seven and eleven-year-olds. Progress is satisfactory. These inspection findings are similar to those of the previous inspection.
130. Seven-year-olds have a secure understanding that history is the study of events and people long ago. They understand that there is a sequence of cause and effect. In a topic on the Great Fire of London, they have an understanding that their knowledge of this event is based upon evidence recorded by Samuel Pepys in his diary. They study old and new toys to develop an understanding of similarities and differences between past and present. They discuss change over time with visitors to the classroom who can be used as living historical resources. However, pupils do not yet appreciate the full range of sources that can be used to discover evidence about the past.
131. Eleven-year-olds and pupils in other junior classes have studied the Romans, Anglo-Saxons and Vikings in Britain. Pupils know about Britain and the wider world in Tudor times and some have studied a famous figure of the twentieth century, John Lennon. Studies around topics are made more relevant through visits to museums. For example, pupils studying the Vikings visited the Viking museum in York. Research skills are well used to extend historical knowledge. For example, in a literacy lesson, pupils were set the task of locating information on Victorian Britain by a series of staged questions: 'What do I already know?'; 'What do I want to know?' and 'What I found out.' This activity enabled pupils to devise historical questions and to purpose historical enquiry. In a later lesson, these pupils further developed their questioning ability by framing questions to ask a pupil who played the part of the famous philanthropist, Dr. Barnardo. Pupils organised themselves into groups and devised their own piece of drama based on the life of Dr. Barnardo. From the discussion that followed, pupils were able to reflect on the importance of 'turning points' in the study of the past and how the interpretation of significant milestones may differ. Knowledge is limited of the range of sources that can be used to study the past.
132. Judged by the lessons seen, study of teachers' planning and the scrutiny of pupils' books, the teaching is good. Lessons are well planned. Activities are interesting. Teachers provide good opportunities for pupils to explain their historical understanding. This is a strong incentive to learning and understanding. Good marking is a regular feature of the work of teachers. This helps pupils know what they have done well and what else needs to be done to improve. Although assessment of progress is not well developed as a whole-school process, there is good day-to-day assessment by teachers through their marking and through the questions they ask pupils. This helps them to plan tasks that are well matched to pupils' prior attainment.
133. The subject co-ordinator has a clear view of the current standards in history through the school. Areas for development have been identified. At present there are no opportunities for the co-ordinator to observe lessons. It is therefore difficult to know what to do to further improve the quality of teaching. Monitoring of provision does take place through evaluation of teachers' planning and reviewing samples of pupils' work. Whole-school systems for the assessment of progress are currently under review. At present there is no manageable and secure method to track the progress of individual pupils. The school is aware of this weakness and a system to rectify it is being developed. Adequate resources support the teaching of history.

INFORMATION AND COMMUNICATION TECHNOLOGY

134. Pupils aged seven and eleven achieve standards in ICT that are in line with the standards expected nationally. This represents an improvement since the previous inspection report.
135. Pupils in Year 1 understand how to plan and give instructions to make things happen in a pre-determined way. In a lesson designed to introduce pupils to the principle of controlling a Roamer robot, they worked in pairs to give instructions to each other to move around the classroom. Year 2 pupils described an example of the sequence of controls needed to guide a robot around the floor. By the time they are seven, pupils have developed skills to use an art program. They describe how lines must be joined when using the fill tool so that the colour doesn't spill when producing a picture in the style of Piet Mondrian. They are developing the necessary understanding and skills to use word processing for drafting and editing their writing. Older pupils, including those with special educational needs, make satisfactory progress as they move through the school and their range of skills and understanding develops appropriately. Year 3 pupils use an on-screen piano keyboard to compose a simple musical phrase and change the variables such as length of note and speed. Pupils in Year 5 use a spreadsheet to present information based upon a supermarket receipt and higher attaining pupils create simple formulae as the basis for calculations of data entered later in the spreadsheet, showing a very good level of understanding. Eleven-year-old pupils use the skills that they have learnt to enhance their learning in many areas. They combine text and graphics to make posters, for example to publicise the Save the Whale campaign, and use ICT to research a variety of topics in history and geography. They enter data that they have collected on, for example, shoe sizes and favourite colours, into a spreadsheet and produce charts of the results of their surveys. Pupils throughout the school choose books independently from the school library and confidently describe how to use the computerised system. Older pupils have a good level of understanding of how the bar code system works.
136. The quality of direct teaching of ICT seen during inspection week was satisfactory overall. Teachers have high expectations of what pupils should know. The tasks that they set are demanding, particularly for older pupils, and the subject knowledge of these teachers gives pupils a greater understanding of what they are doing. When the pace of learning is slower, it is due to the challenging behaviour of a small number of pupils and the time spent by the teacher in drawing them back into the structure of the lesson. Lack of pace and focus in some lessons detracts from the quality of learning. Teachers give pupils many opportunities to use their ICT in other areas of the curriculum. Research in history and geography, drafting in English, composing and recording in music and data handling in mathematics are good examples of the scope of pupils' application of their skills.
137. Resources for ICT are very good. There has been a significant improvement since the previous inspection report. The school has two computer suites, which are sited to give pupils maximum access, and each classroom has a computer. All computers are now in working order and the software available on these machines is sufficient to ensure that teachers can give pupils at all levels of attainment full access to the National Curriculum. While some teachers have a good level of expertise, the school recognises that there is a need for this knowledge to be more widely disseminated among all teachers. This is also reflected in the assessment procedures of pupils and monitoring of the curriculum, where some good practice is evident. For example, the ICT handbook for older pupils gives a good guide to both teachers and pupils of the work covered and provides a good basis for individual assessment, but it is not consistently used across the school.

MUSIC

138. In the previous inspection standards in music were found to be in line with those expected. During this inspection, as only three music lessons, which were taken by a specialist teacher, and one hymn practice were observed it is not possible to give a secure, overall judgement about current standards.

139. By the time they are seven, pupils sing familiar songs in tune and understand higher and lower pitch. They listen and evaluate well the pattern made when introduced to a new song. They identify which one of two notes is higher and use the sol-fa notation. Most pitch a note correctly when singing. They show a good understanding of 'pulse' and 'rhythm' and maintain the pulse very well when accompanying the singing on a drum. Year 1 pupils attain good standards when following notation and maintain the pitch and rhythm well while singing. Pupils in Year 4 have developed their understanding of rhythm and pitch and use this well in a range of songs and singing games. They quickly learn new songs and display enjoyment in the lesson. Singing throughout the school in assemblies is satisfactory. In the lessons observed the pupils, including those with special educational needs, achieved well. Pupils carefully followed the conductor who is chosen from among them when illustrating rhythm and pulse.
140. The quality of teaching observed in the three lessons seen was very good overall. A visiting specialist teacher, who is currently working in the school, took these lessons. Through her own love of music and expertise she has generated an interest and enthusiasm amongst the pupils. She provides a wide range of lively activities and songs that engage the interest of the pupils while developing their knowledge and musical skills. The class teachers follow through these sessions in their music lessons. Despite expressing concerns about their lack of expertise, all teachers are keen to develop their knowledge and skills to teach the subject. In the lessons seen the teacher used resources well. Pupils have the opportunity to learn the flute, violin and the guitar and are making good progress in reading music and developing sound technique in their playing.
141. The co-ordinator provides competent leadership for the subject. The school uses its own scheme for music, with which teachers feel more comfortable, rather than national guidance. As at the previous inspection, there is a choir, small orchestra and recorder groups and peripatetic music teachers provide opportunities for pupils to learn to play the violin, guitar and flute. However, the number of pupils taking up these opportunities has fallen. There are some opportunities for pupils to play in the community, such as in the local church. The school is particularly fortunate in having a separate room for music and a satisfactory range of instruments, including some from other cultures.

PHYSICAL EDUCATION

142. Attainment in physical education is in line with the standard expected when pupils are seven and eleven. Standards established at the time of the previous inspection have been maintained. No lessons were seen with pupils up to the age of seven. Judgements on the attainment of these pupils have been secured on teachers' planning, scrutiny of school documents and discussions with staff and pupils.
143. Pupils up to the age of seven discuss their physical education activities with great insight and enthusiasm. They have a good understanding of why they should warm up before the main part of the lesson and what effect that has on pulse and heart rate. They know how to carry large equipment safely. In discussion they describe how they improve technique by watching each other and seeing demonstrations by the teacher. They interpret music by moving to its rhythm and mood. Pupils use correct terms, such as 'vault', when discussing their gymnastics performance. They know how to cushion a landing. In games they know about carrying, throwing and catching, aiming and shooting, catching and throwing, passing and receiving. They particularly enjoy using their skills in small team games. Good progress is being made in understanding the reasons for physical activity and how to make performance better. Pupils in Year 4 further refine the skills developed in early years. When passing and receiving, they know how to 'close down' an opponent to prevent accurate passing. They develop tactics that involve using the skills of a partner and members of their team. Year 5 pupils quickly learn the basic skills of volleyball. Some pupils make very good progress in this new activity. They know how to volley, 'dig' and serve. The level of skill varies a great deal. Those with more skill play a vigorous and satisfying game in small teams. Those who make less progress find it difficult to sustain a rally. Year 6 pupils make good progress and achieve well as they develop sequences involving travelling and balancing when working with a partner. They discuss the sequence eagerly, then practise intensively, communicating through movement as well as through

speech. At the end of the lesson, these pupils appreciate their cool-down using a relaxation technique. By the time they are eleven, 97 per cent of pupils achieve the swimming standard of 25 metres.

144. Pupils are very positive about their lessons. Most enjoy demonstrating what they can do to others. An occasional reluctant pupil takes very little persuasion to perform. Pupils are confident in what they do in lessons. Most co-operate sensibly and get more out of the lesson as a result. One or two find this a difficult thing to do and as a result some pairs get less out of the skills they practise. Because lessons have a good pace pupils have a good level of intense activity. This keeps them involved and motivated.
145. In the lessons seen, teaching was good. Teachers have good subject knowledge and teach lessons confidently. This gives confidence and assurance to pupils. Control of pupils is good, despite one or two who are less prepared to be co-operative. Teachers have good strategies for managing this. As a result, there is no need to waste time on discipline and time is well used for practise and demonstration. Good support is given to pupils who develop skills more slowly and they receive praise and encouragement when they demonstrate to others. Most lessons are brisk and purposeful. Where the teacher is less clear about the skills to be practised, or makes the lesson more complicated by including too many skills to be developed at the same time, pupils are not so well focused and progress is slower as a result. Teachers are very clear about the routines they expect of pupils, including procedures for health and safety during lessons.
146. The co-ordinator has only recently taken up the responsibility. He is clear about the current provision and what needs to be done to make improvements. There have been no opportunities for him to see lessons to know about the quality of teaching and learning. School priorities have been elsewhere. There is a whole-school strategy for assessment through the evaluation of lessons that informs an end-of-key-stage judgement. Extra-curricular activities include sports clubs for boys and girls. The school is involved in coaching sessions with local soccer, rugby and cricket clubs. Resources for physical education are good. They include a large field, a hall with a good floor for dance and gymnastics and a good range of large and small apparatus.

RELIGIOUS EDUCATION

147. Standards in religious education meet the requirements of the Locally Agreed Syllabus when pupils are seven and eleven. This is similar to the findings of the previous inspection. The teaching of religious education has a high profile in the school.
148. Pupils in infant classes have a sound knowledge of Christianity and other faiths including the Jewish, Hindu, Buddhist, Sikh and Islamic faiths. They understand the significance of special places associated with these faiths, their festivals and special books such as the Qu'ran and the Bible. They discuss their own uniqueness, relationships with others and understand the reasons for rules in all faiths. Pupils make satisfactory progress in religious education as a result of the time allocated to the subject and the satisfactory quality of the teaching.
149. Pupils make sound progress in junior classes and attain satisfactory results. Most pupils have a clear understanding of the special vocabulary associated with the range of faiths they study and explain the principal symbols associated with these faiths. In one lesson, through the study of a video clip of an accident, pupils developed an awareness of how differing interpretations of events arise. This analogy was used to good effect in the explanation of why the four gospels differed in detail.
150. Teachers are consistent in expecting pupils to record their learning in pictures and writing. Work is always differentiated to suit pupils of differing levels of ability and sufficiently challenging for the range of pupils. Work is regularly marked and teachers' comments indicate well the quality of the work and future areas for improvement. Progress is supported by teachers' good planning, which contains long-term, medium-term and short-term objectives. These objectives are shared with the pupils so that they have a clear notion of the purpose and expected results

of their learning. Pupils are responsive, being attentive during teachers' explanations and concentrating well when working on set tasks.

151. Resources are adequate. Illustrations are complemented with a range of religious artefacts such as the book rest for the Qu'ran and the Puja tray used in a Hindu Temple.
152. Evaluation of a system for monitoring pupils' progress is currently under review. Teachers' planning is reviewed by the co-ordinator and a sample of work is scrutinised. Classroom observations have been organised in other subject areas of the curriculum but this has not yet taken place in religious education.