

INSPECTION REPORT

GREATWOOD COMMUNITY PRIMARY SCHOOL

Skipton

LEA area: North Yorkshire

Unique reference number: 121425

Headteacher: Mr J Collings

Reporting inspector: A C Davies
3639

Dates of inspection: 16-20th October 2000

Inspection number: 224386

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: 4 to 11

Gender of pupils: Mixed

School address: Pinhaw Road
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North Yorkshire

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Appropriate authority: The Governing Body

Name of chair of governors: Mr R G Heseltine

Date of previous inspection: June 1996

INFORMATION ABOUT THE INSPECTION TEAM

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A C Davies 3639	Registered inspector	English	What sort of school is it?
		Art	How High are Standards? The School's Results and children's achievements
		Design and Technology	How well taught are the children?
			How well is the school led and managed?
J Smith 9649	Lay inspector		How well does the school care for its children?
			How well does the school work in partnership with parents?
D New 22761	Team inspector	The Foundation Stage of Learning	Children's attitudes, behaviour, values and personal development
		Special Educational Needs	
		Geography	
		History	
		Music	
		Religious Education	
M Hemmings 16761	Team inspector	Mathematics	How good are the curricular and other opportunities offered to children?
		Science	
		Information and Communication Technology	
		Physical Education	
		Equal Opportunities	

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

INFORMATION ABOUT THE SCHOOL

Greatwood is an average sized primary school situated in the historic town of Skipton in North Yorkshire. There are 236 children on roll (126 boys and 110 girls) aged between 4 and 11. The school serves a mixed community with a larger than average number of children entitled to school meals free of charge. The area is one that is continuing to experience social disadvantage with high levels of unemployment. The percentage of children on the special educational needs register is above average with a large number having a statement for special needs. A significant number of children have previously been excluded from other schools. All children are white and no one has English as an additional language. When they start school, the majority of children have personal and academic skills that are below those expected for their age.

HOW GOOD THE SCHOOL IS

This is an effective school where the strengths outweigh the weaknesses. The headteacher provides very strong leadership with all staff pulling together for the benefit of the children. Standards have steadily improved over the past few years with particularly good provision being evident for children who have learning difficulties. The teaching is at least satisfactory and often good. This has a positive impact on children's learning. The school provides good value for money.

What the school does well

- The headteacher provides inspirational leadership ensuring that all staff are committed to supporting the needs of all children, especially those with emotional and behavioural difficulties.
- There is very effective teaching provided for children with learning difficulties when they are withdrawn for specialist support.
- The school has developed excellent links with the local community and its parents and the children benefit from the many projects that have been set up as a result.
- The school has embraced the ethos of education inclusion by developing strong links with families and a commitment to accepting children who may otherwise find it difficult to settle to mainstream education.
- The effective teaching in Years 5 and 6 helps to ensure that children of all abilities achieve well in their last two years at school.

What could be improved

- Standards in writing are badly affected by children's lack of ability to use grammar and punctuation appropriately and to spell and present their work well.
- Children use only a limited vocabulary and often mix up grammatical tenses when providing explanations or answers in lessons.
- There are inconsistencies in the way teachers challenge more able children, especially in mathematics and science.
- Setting academic targets to help children improve has only just been implemented and is not yet clearly linked to raising standards.
- Planning arrangements for science and the foundation subjects do not ensure that children effectively build on previous learning.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1996 and has made good progress since that time. Standards have improved with far more children achieving the levels expected for their age in the national tests for 7 and 11-year-olds. Teaching is now much better, being at least satisfactory in all lessons. Despite taking in more children with recognised emotional and behavioural difficulties the attitudes that children

have to their learning have improved. There are more secure arrangements in place to check on the quality of teaching and to use performance data as a tool for school improvement. This has improved the leadership and management of the school. The main issues identified at the time of the previous inspection have been dealt with appropriately.

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
	1997	1998	1999	1999
English	E	D	C	A
mathematics	C	B	C	B
science	C	E	D	C

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

The standards attained by 11-year-olds over the past four years have been improving, although some variations exist for mathematics and science. When compared with similar schools the English results show that 11-year-olds attained well above average in 1999 and the early indications are that this good position has been maintained when comparative results are available for 2000. In mathematics the 1999 comparative results are above average but the 2000 results are not as good and therefore likely to be in line with similar schools' average. The present Year 6 is attaining at levels that are in line with that expected for their age in English but below that expected for mathematics and science. Standards in reading are much better than standards in writing. This is mainly due to children's standards in speaking being unsatisfactory because of their limited vocabulary and incorrect use of grammatical terms. The school's literacy and numeracy targets for 11-year-olds for the past two years have been exceeded. The standards attained by 7-year-olds have varied greatly over the past few years but the 2000 test results are better than those of previous years. In reading and mathematics, the school's results are now in line with similar schools. However, standards in writing remain below average. Standards in information and communication technology, for all children, are in line with those expected with good opportunities for children to develop their skills in this area.

The majority of children start school with personal and academic skills that are below those expected for their age. The present foundation stage of learning (reception class) provides children with a good start enabling most to achieve well. However, this has not been the case for the past few years with the provision for this age group being inconsistent. Children aged between 5 and 9 make satisfactory progress with lower ability children achieving well but more able children not making the progress expected. Older children are more appropriately challenged resulting in more able children making better progress and achieving well.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. The majority of children enjoy coming to school. They join in all activities and strive to do well.
Behaviour, in and out of	Satisfactory. Although the majority of children are polite and well-

classrooms	mannered, a significant minority lack concentration and at times disrupt lessons. The school is successful in raising the self-esteem of these children and enables them to participate more fully in the life the school.
Personal development and relationships	Satisfactory. Relationships between adults and children are good. Older children are encouraged to care for younger children. They also work well together in groups. However, there are limited opportunities for them to take initiative and develop independence in their learning.
Attendance	Good. Levels of attendance are above average.

TEACHING AND LEARNING

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

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 is satisfactory overall and is particularly good in Years 5 and 6. All teachers give good attention to literacy and numeracy and help children develop basic skills in reading and number. There is very effective teaching for children with learning difficulties, especially when withdrawn for specialist support. Children with behavioural difficulties are well-integrated into classes and teachers are very aware of their needs and how best to deal with them. However, the additional effort needed to control these children sometimes detracts from the attention given to the more able children. This is particularly the case amongst less experienced staff. The teachers of older children (aged 7 to 11) have established agreed methods of classroom organisation, which are having a positive impact on the way children with the potential for disruption are integrated into lessons. The newly established foundation stage of learning provides children with a good start to their school life and the teaching is consistently good in this area.

The majority of children work hard despite there being times when it is not made clear to them how much work they should complete on a lesson-by lesson basis. Too many children are unaware of what they need to do next in order to improve their work. Most children are taught new skills in English, mathematics and information and communication technology that build on what they have learnt previously. This is not as consistent in other subjects. Teaching is very good in 11 per cent of lessons, good in 32 per cent and satisfactory in 57 per cent.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The children are provided with a varied and interesting curriculum with rich experiences in music. There are excellent links with the local community and this makes a positive contribution to their education. However, the planning for work in science and the foundation subjects does not always build on what children have learned previously.
Provision for pupils with special educational needs	This is a strength of the school. There are very effective systems and procedures in place to support children with learning difficulties. They

	make good progress especially in the basic skills of literacy.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. A particular strength is the way the school uses the 5C's (care, consideration, co-operation, courtesy and concentration) as a vehicle to promote children's moral and social skills. Children are also taught how to respect and appreciate the world around them.
How well the school cares for its pupils	The school has worked hard at making all children feel special. The children with behavioural and emotional difficulties have been well integrated into the life of the school. All staff do not consistently apply the school's system for setting targets to help children improve their academic work. This makes it difficult for children to know what they need to do next to improve.

The strong home school partnership has a positive impact on children's education. Community education based in the school has increased parents' confidence both in working with their own children and in supporting others in the school on a voluntary basis.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher is at the heart of all that happens in this school. He is well respected by parents, governors, staff and children. He is very committed to ensuring that all children are provided with every chance to succeed.
How well the governors fulfil their responsibilities	Good. The very knowledgeable governors have appropriate committees in place, including a standards committee, to allow them to know exactly what the school does well and where there is room for improvement.
The school's evaluation of its performance	This is an area that has improved greatly since the previous inspection. There are good systems now in place to help the school understand what impact the teaching is having on children's learning. Good use is made of the analysis of test results to help the school focus on areas needing improvement.
The strategic use of resources	The senior management team and governors are conscious of the potential impact their spending decisions have on standards. The way in which special education needs is funded is one example of money being used wisely to improve the achievement of a group of children.

The school is well staffed with additional adults being employed to support children with learning and emotional difficulties. The accommodation has been greatly enhanced by the recent development of the early years' block. There is an adequate amount of books in school and a better than average number of computers.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Children enjoy coming to school. They feel comfortable about approaching the 	<p><i>A small number of parents raised the following two issues:</i></p> <ul style="list-style-type: none"> The range of extra curricular activities is not

<p>school if they have a problem.</p> <ul style="list-style-type: none"> • Children are expected to work hard. • The headteacher makes decisions based on what is best for the children. 	<p>wide enough.</p> <ul style="list-style-type: none"> • Homework arrangements are not appropriate.
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Parents know this school well. They are correct in pointing out that children enjoy coming to school and that the headteacher and staff strive to provide well for their children. Homework arrangements and the range of additional activities provided for children are in line with other schools and appropriate for a school of this size.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

- 1 According to the national tests for 11-year-olds standards have steadily improved over the past few years although there are significant variations in both mathematics and science.
- 2 In English, there has been constant improvement over the past four years, which has seen standards improve from a position of being well below the national average in 1997 to being in line with the national average in 1999 and 2000. The standards attained in reading are far better than those attained in writing. One of the main reasons is that children have a limited range of vocabulary and do not use Standard English appropriately. This is having a detrimental effect on their written work. However, the results in national tests show that in 1999 and 2000 children are attaining well above average compared to similar schools. The improving trend is due to greater numbers attaining the higher levels and fewer being well behind the national average.
- 3 In mathematics, the picture shows some fluctuation. Standards attained by 11-year-olds have fluctuated over the past few years, being above the national average in 1998 but below in 2000. The movement has seen results being above average in comparison to similar schools in 1999 but being in line with similar schools in 2000. The main reason for the difference relates to the percentage of children attaining the higher levels in 2000 being almost exactly half of that who attained it in 1999.
- 4 As with mathematics, standards attained by 11-year-olds in science have fluctuated from being in line with the national average in 1997, being below average in 1999 and being well below in 1998 and 2000. Although there is not a significant difference between the 1999 and 2000 results the school has not been able to keep pace with the improvements noted nationally in 2000. The percentage attaining the higher levels in 2000 has fallen slightly. When compared to similar schools the school's results are below average.
- 5 Eleven-year-old boys perform better than girls in mathematics and science. Although girls perform better than boys in English the difference is not as great as that seen nationally. In some respects the position is surprising considering that a large percentage of children who have emotional and behaviour difficulties are boys.
- 6 The school has set realistic but demanding literacy and numeracy targets through to the year 2002. These targets have been met and even exceeded in the past two years.
- 7 The present Year 6 cohort shows many of the characteristics of the 2000 cohort. Work is generally better for English than for mathematics and science, although standards in writing remain disappointing. Standards are in line with those expected for their age in English, but below those expected for mathematics and science.
- 8 The national test results for 7-year-olds have varied considerably over the past few years. In reading, results have fluctuated from being in line with the national average in 1998 to being well below in 1999. However, there has been significant improvement in the 2000 test results as a consequence of far more children attaining the expected level for their age. The 2000 reading results are in line with national averages and above average compared to similar

schools. Standards in writing have not matched those of reading. They have remained mainly below the national averages for the past four years dipping to well below in 1998 and 1999. The 2000 test results are slightly better but still remain well below the national average. Standards in English are adversely affected by the children's inappropriate use of spoken English, which is also badly affecting their written work. The present Year 2 is attaining standards in English that are below those expected for children of that age. This is still due to written standards not being high enough.

- 9 The standard of 7-year-olds work in mathematics up to 1998 has been mainly well above the national average. However, in 1999 they dropped to being below average. The 2000 results show improvement compared to 1999. This is due to a greater percentage of children attaining the higher levels. The 2000 test results are in line with the national average and above average compared to similar schools. However, the present Year 2 is attaining at levels that is below that expected for that age group.
- 10 Standards of 7-year-olds work in science have been well below the national averages for the past few years. The present Year 2 is attaining slightly better than this but still remain below the level expected for that age group.
- 11 Children throughout the school are developing skills in information and communication technology that are expected for their age. This shows good improvement since the previous inspection. The newly established computer suite has helped by enabling a large of children at a time to be taught specific skills which they then apply to other work.
- 12 When children start school they display skills in communication, language, literature and mathematics that are below those expected for their age. Up until this year there is every reason to suggest that children did not make the progress expected in their initial year at school. This has adversely affected the achievement of younger children. However, the present group has much better provision due to the positive changes that have occurred at the school in the last year.
- 13 The children who are presently aged above five did not benefit from the good start that is now provided for young children. It is therefore evident that although they make satisfactory progress in Years 1 and 2 these children are not building on such a solid start. They therefore have to make up the ground that would normally be expected to be covered with younger children. Most children achieve appropriately when it comes to reading. Indeed many children achieve particularly well in this area. The progress made by children is satisfactory until they reach Years 5 and 6. The progress made is then accelerated due to a combination of good teaching and appropriate challenge for the more able. This results in larger than expected numbers attaining the higher levels in national tests for 11-year-olds.
- 14 Children with learning difficulties, including those identified with special educational needs, are achieving well throughout the school. This is particularly the case when children are withdrawn from the main lesson for specialist teaching. This is an improved position compared to the previous inspection even though the progress made by children with special educational needs was positive at that time. The structured teaching with the withdrawn groups, which is based on a system putting great emphasis on basic skills, is having a very positive impact on the standards attained. This has the effect of more children reaching the expected standards during the tests for 11-year-olds. Children with behavioural difficulties are well managed and therefore are achieving as well as can be expected. There are a number of children with behavioural and emotional difficulties in each class and the strong emphasis given to agreeing

consistent methods when dealing with potential problems is helping these children settle as well as can be expected in lessons.

- 15 The progress made by more able children is more variable with examples of missed opportunities to challenge them more effectively in Years 1 to 4. This is particularly the case for mathematics and science. However, in Years 5 and 6 the picture is different with more able children being presented with work that requires them to think deeply and to apply the basic skills of literacy and numeracy in different subjects. This position shows some improvement compared to the previous inspection when the progress made by all more able children was unsatisfactory.
- 16 The present planning arrangements for science, religious education and the foundation subjects are not building on what children have learnt previously. This results in progress not being as good as it could be in these subjects. Children are expected to use the skills of literacy, numeracy and information and communication technology to support work in these subjects but the lack of progression in their learning impedes the standards they attain.

Children's attitudes, values and personal development

- 17 The children are keen to attend school. The majority show good enthusiasm and work confidently. They show enjoyment in their work and are well-motivated. This is in line with the position reported at the time of the previous inspection.
- 18 Children within the newly formed Foundation Unit (reception age) are encouraged to listen carefully to the teachers and to each other. They are beginning to take turns when answering questions. When participating in group activities, the children share equipment and the majority can work with a good level of independence.
- 19 As the children progress through the school the majority continue to show good attitudes to their work. All are happy to come to school. There is a good working atmosphere within the classroom when the work is interesting and planned to take account of the children's varying needs and abilities. This is seen in a Year 5/6 class where the children are discovering reactions of the eye through a variety of activities based on light. A significant minority of children find it difficult to concentrate and do not listen as attentively as they should. This is particularly the case in Years 1 to 4. This was also a cause for concern at the time of the previous inspection.
- 20 The behaviour of the children in class and around the school is generally satisfactory. In those classes where the pace of lessons is brisk with a variety of activities designed to motivate and stimulate the children, the majority of them stay on task and try hard to respond to the teacher's instructions. However, a significant number of the children display inappropriate behaviour. The school has a very good reputation for welcoming children who have experienced failure elsewhere and, through a consistent approach by the teachers, enables them to participate more successfully in all activities. Through the strategy of the 5 C's; (care, consideration, co-operation, concentration and courtesy), children develop good self-esteem. This is reflected in their attitude to work and their wish to succeed. There have been no exclusions, which is particularly noteworthy considering that the school does accept children who have been excluded from other schools. Relationships among children and between children and adults are good.

- 21 Personal development is satisfactory. The majority of children are confident, socially at ease with each other and adults and take a pride in their school. They show respect for each others' values, beliefs and feelings. The older children have been involved in discussions relating to classroom organisation and show mature attitudes when asked their views. However, there are limited opportunities for children to take added responsibility. Older pupils are encouraged to care for the younger ones through a 'buddies' scheme, ring the bell at the beginning and end of sessions, assist at special events and take care of the school environment by picking up litter and watering the plants. The headteacher is aware of the need to encourage the children to take initiative and develop independence in their own learning. Plans are in hand to operate a 'school council' from a caring approach and not a policing stance. The school also encourages the children to participate in caring for others through raising funds for local charities.
- 22 Children with special educational needs respond well both in class and when receiving additional support. The majority are keen to learn, try hard with their work and concentrate on the tasks provided. The withdrawal of groups to work with the special educational needs co-ordinator is very successful. This reinforces the school's focus on raising their self-esteem and the very good teaching that is given enables the children to take a pride in their work and enjoy the activities.
- 23 The attendance rate at the school in the 1998/9 academic year was above the national average and the procedures in place to monitor attendance are good.

HOW WELL ARE PUPILS TAUGHT?

- 24 Teaching is satisfactory overall. However, there are many examples of good and sometimes very good teaching evident. The best of the teaching is mainly seen in Years 5 and 6, the foundation stage of learning and for children who are withdrawn for specialist work with the special educational needs co-ordinator. Teaching is very good in 11 per cent of lessons, good in 32 per cent and satisfactory in 57 per cent. There is no unsatisfactory teaching. This shows a significant improvement since the previous inspection when one in five lessons was judged to be unsatisfactory.
- 25 One of the most positive features of the teaching is the way teachers handle and manage difficult children. A few children put additional pressure on teachers because they lack concentration and are not as attentive as they should be, but they are handled well by all experienced and new staff. However, there are times when the additional attention needed to control the class results in the challenge for more able children, in particular, not being as high as it could be. This is particularly the case when the class is being taught by staff who are inexperienced at handling difficult children. When this does occur the impact of the teaching on more able children's learning is not as good. This is most evident during mathematics and science lessons.
- 26 Children with learning difficulties, including those with special educational needs, are very well taught and they make good gains in their learning. This is because the school uses a system of withdrawing children to give specialist support. The methods used during these withdrawn sessions rely heavily on the teacher using a structured approach, which gives good emphasis to basic skills. The pace of the work is demanding and children have to give their full attention to their learning. Children are making good progress because of the way they acquire new skills in a carefully planned way. The expertise of the teacher involved is very impressive and the combination of good planning, expert teaching and high expectations of what the children are

able to cope with has the desired impact on the progress they make. Children have very little time to be distracted and they concentrate well. They have a great deal of respect for the teacher and want to do well for themselves and their teacher.

- 27 Children in the foundation stage of learning are also learning well due to good teaching and well planned work. This area is newly established but the staff have worked extremely hard to ensure that they have embraced the new guidance relating to children of this age. The school had recognised that there were concerns for the provision for the youngest children in the past. This led to a great deal of planning amongst the senior management team and the governors to provide a more appropriate accommodation and provision for children in the reception class. Although the new area has only been in operation this term it is already having a very positive impact on the teaching and learning for children of this age.
- 28 The key features of the good teaching in the foundation stage of learning relate to the good attention staff pay to ensuring that their planning takes full account of the full range of abilities that the children possess. The tasks within the structured play area, for example, are varied according to the group who are using it. This is seen during the focus on 'shopping' when more able children, who could count beyond ten, are provided with more opportunities to handle money and to copy out shopping lists. The children who are not as able are expected to use the money differently and to 'mark make' when writing out their shopping lists. The same opportunities for children of different abilities are seen when sorting food into 'healthy' and 'not healthy' groups. The more able children are able to talk about the food and why it is they are or are not healthy. The less able children are taught about how chips are made from potatoes. This attention to different ability groups results in children's learning being taken on and in all abilities achieving well. One of the other strengths of the teaching for these young children is the emphasis given to personal, social and emotional skills during every lesson. This has resulted in children being able to co-operate and share at levels that are expected for their age from early on.
- 29 The teaching for children aged 5 to 7 is satisfactory overall. The teachers of children in this age group are working hard to manage some potentially difficult children. They are very conscious of the need to involve, and include children, who in many schools would be excluded. They use appropriate strategies for dealing with minor disruptions. However, this is taking up time that might otherwise be devoted to ensuring all children are appropriately challenged. This results in the needs of the more able children sometimes being sacrificed. This is seen during a numeracy lesson in Year 1, when the teacher has to deal with minor distractions during the first part of the lesson when the class are gathered together. The result is that time is lost and this adversely affects children's learning. During the period when children are working at independent tasks the children are able to concentrate much better and settle appropriately to work. Tasks are carefully planned but there are times when the amount of time the teacher is able to give to all children is reduced because of the additional time devoted to children who have the potential for disruption. In Year 2 the same position is evident. The teacher is able to engage the children who have potential behavioural problems. She deals appropriately with them but this reduces the time available for her to deal with the children who have poor spelling and presentation skills.
- 30 The teachers of this age group use additional adult support effectively to help manage situations better. In some cases, this has the desired impact as is seen in an art lesson when the teacher is able to spend an extended amount of time with one group because other groups are well supervised by support staff. Teachers are able to use the computer suite to enable them to teach basic skills to all the children.

- 31 The teaching of children aged 7 to 11 is satisfactory overall but with good features evident, particularly in Years 5 and 6. All teachers of this age group are very confident when it comes to teaching the basic skills of literacy and numeracy. One of the most positive features of the teaching for the older children is the way in which each class has been organised in a carefully thought-out way in order to minimise any disruption. This is working well. The teachers have worked together to decide on a way of setting out tables so that children are not able to distract each other. The children have also been consulted and they believe that they have a better chance of learning with the way the tables have been set out. The system has been in place for two years and the staff agree that the system is having a positive impact on the children's attitudes and on their opportunities to learn. It would be unrealistic to say that all inappropriate behaviour had been eliminated but it has certainly been substantially reduced. Children benefit from the careful planning that takes place in literacy and numeracy, which builds on what children already know. However, this is not as successful in other subjects. As with younger children, staff make good use of additional staff who are well deployed to oversee the work of children with learning or behavioural difficulties. There is also appropriate use made of information and communication technology to support work in other subjects. The school has not yet moved to a position of a consistently applied system of individual targets with children and therefore they have limited knowledge about what they need to learn next.
- 32 The quality of teaching is better with the oldest children, that is, Years 5 and 6. These are the teachers with the most experience of handling difficult children. In Year 6, the teacher effectively uses questioning to involve and challenge children of different abilities, for example, during the introduction to a literacy lesson. She is particularly effective in getting children to recall what they had learnt in previous lessons and then builds from this point. In the literacy lesson noted, this has the effect of improving children's knowledge and understanding of using present and past tenses. The teacher is aware of the need to help children extend their vocabulary and is careful in her own use of standard English and uses helpful ideas, such as, 'word of the week' to try and extend the range of the language they use. The same group of children benefit from the teacher's good brisk pace during the mental and oral session of a mathematics lesson. The children are used to working at this demanding pace and they are more alert as a result. In another lesson which involves Year 5 and some Year 6 children another teacher makes effective use of small white boards to help children focus on the task. The children benefit from working in pairs and come up with some interesting ideas even though the spelling is sometimes incorrect. One of the main differences between the quality of teaching in Years 5 and 6 compared to Years 3 and 4 is the way teachers are able to challenge more able children effectively. In Years 3 and 4 the challenge provided for more able children in mathematics and science is sometimes limited.
- 33 The teaching of music is very effective. A specialist teacher is employed for the purpose and she works exceptionally well with older children in particular. She is successful in making it clear what she expects from the children in terms of behaviour and work rate. The main success however is that she has a specialist knowledge that enables her to bring a sense of much enjoyment to the subject. As a result of the regular input from this teacher the skills and knowledge of children in music are good.

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

- 34 The curriculum provided by the recently opened unit for the foundation stage of learning is good. There is a strong emphasis on promoting the children's personal, social and emotional development and this allows them to grow in confidence and quickly settle into everyday routines. This is important as many children enter the unit with poor personal and social skills and low self-esteem. The teachers and other adults working with children of this age have made a good start in providing an effective learning environment for the children in their care, leading to them making good academic progress. Children are well prepared for the Programmes of Study of the National Curriculum as they start Year 1. However, this was not the case before this year.
- 35 The curricular and other opportunities offered to children aged 5 to 11 are satisfactory and meet all the statutory requirements. There is good implementation of the National Literacy Strategy and this is helping to raise standards in English. The National Numeracy Strategy is implemented better by some teachers than others but overall it is being carried out in a satisfactory way. The provision for information and communication technology (ICT) has been greatly improved since the last inspection by the creation of an ICT suite with better computers and software for children to use. There are rich experiences in music, as a result of the specialist teaching, and children have opportunity to learn to play instruments and to take part in musical productions such as 'Aladdin'. The demands of the locally agreed syllabus for religious education are met in a satisfactory way. The school successfully supports the children's physical and personal development and there is good provision for them to experience personal and social education, including health education and attention to drug misuse within the science curriculum. All classes have weekly 'Circle time' activities in which children sit in a circle with their teacher to talk about different issues. A good example of this was seen when children in Year 3 were discussing how drugs could be good or bad and how they affected the body. The school provides for sex education in a sensitive and supportive manner that emphasises family values within a very caring school community.
- 36 The provision for children with special educational needs is very good and is a strength of the school. There are very effective systems and procedures in place to support children with learning difficulties and as a result they make good progress in their learning and achieve well, especially in the basic skills of literacy. There is very good teaching provided for children withdrawn for specialist support. The school strives to ensure that all children have equal access to the curriculum and is largely successful, but there are inconsistencies in the way teachers challenge the more able children, particularly in mathematics and science.
- 37 The school is currently reviewing its planning procedures to account of the new curriculum. These arrangements, as they stand do not effectively enable children to develop their skills from previous learning in science, religious education and the foundation subjects. The school has recognised the problem and has drawn up plans to deal with the issues.
- 38 The provision for extra curricular activities offered to children is satisfactory and includes football, netball, keyboard, chess and gymnastics. In an effort to improve this aspect of school life parents have been asked for their views on which other activities they would like to see included. The school gives all children opportunity to take part in a wide variety of educational visits that enrich the curriculum by providing further significant learning experiences. There are local visits to a bakery, supermarkets and churches. Children are able to take part in a Dales river study during their work in geography and to visit Ribchester to further their understanding of Roman Britain. There are also residential visits to develop children's personal and social skills with children in Years 5 and 6 having an opportunity to stay in outdoor pursuit centres in

Morecambe and Whitby Bay. There have been visits from theatre groups that have included children taking part in a 'Viking Day' to develop their historical understanding.

- 39 The school has excellent links with the community and these make a strong contribution to children's learning. A wide range of education opportunities is offered for parents in partnership with a local educational college. Courses have included 'family literacy', 'numeracy' and 'helping your child in school'. These courses have been well received and have increased the confidence of parents in working with their own children and supporting others in school on a voluntary basis. This link with the college has also resulted in much improved provision for ICT with the children being able to use the computers provided for the courses for parents in the ICT suite. There has been involvement in local community projects that have included children planting trees and bulbs to help improve the environment. At Christmas the children sing carols at Skipton Hospital and the local home for elderly residents. The children are actively involved in raising money for a variety of charities, including 'Help the Aged' and 'The Institute for the Blind'. Within these activities the children gain a good understanding of the needs of others. There are good links with the local Secondary School that effectively prepare pupils in Year 6 for when they transfer to the school.
- 40 The provision for children's spiritual, moral, social and cultural development is good overall, with moral and social development being a particular strength.
- 41 The children's spiritual development, through the curriculum and acts of collective worship, is satisfactory with children having opportunities for reflection in assemblies and at other times of the day in classrooms. This is seen in a harvest festival assembly in which children have time to think about the importance of sharing with others. Spirituality is also promoted through links with the local churches with ministers from the Baptist, Methodist, Church of England and Roman Catholic denominations visiting school to take assemblies and to talk to the children. The rich experiences that children have access to in music play an effective part of the school's provision for spiritual development. All teachers value children's ideas and efforts and this is shown by the way that all children are encouraged to make contributions during lessons.
- 42 The school's provision for moral and social development is very good with moral and social themes featuring in many aspects of the curriculum and being an integral part of the school ethos. At the heart of this is the way the school uses the 5C's (care, consideration, co-operation, courtesy and concentration) to promote these skills and develop the children's self-esteem. The children are encouraged to develop good moral values through this code and through the good examples set by teachers. The staff work hard to promote a sense of fairness among children and are successful in teaching them to be tolerant of each other. There are a significant number of children in each class who have behavioural problems, which causes difficulties for the teachers and adults who work with them. However, the consistent approach to dealing with children who do not behave appropriately or are not attentive in lessons is enabling these children to be well integrated into class and to learn right from wrong. There is good use of 'Circle time' activities to promote moral values as is seen in a session for children in Year 5 on the theme of bullying. Children are encouraged to take responsibility for their actions and to work and play together with respect and tolerance. From the start of their time in school children are provided with very good social development opportunities, with the staff providing good role models. Children are encouraged to listen to and respect the opinions of others, as is seen during the introductions and round up sessions of most lessons. The opportunities for children to take part in extra curricular activities and residential visits effectively supports their social development.

- 43 The provision for children's cultural development is satisfactory. Children learn to appreciate aspects of their own culture by visits to places such as the 'Photographic Museum' in Bradford and by seeing a production of 'Macbeth' at a theatre in Halifax. They also have opportunities to work with visitors that include theatre groups and musicians. The school gives children suitable opportunities to learn about other cultures' traditions and beliefs. People from a variety of faiths have been invited into school to talk about their beliefs and there have been visits to a synagogue and to a mosque in Bradford. However, the lack of planned opportunities in art to look at the work of a range of artist from different cultures is impeding children's cultural development.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 44 The way in which all members of the school community care for children and work together to provide a secure and happy learning environment is a real achievement and a strength of the school. Staff know children well. Relationships are based on mutual respect and the school works hard to make all children feel special and to raise their self esteem. The large number of adult helpers including newly trained mentors are a significant element in the school's very good provision of support and guidance.
- 45 Procedures for helping children to settle happily in the reception class are good and parents speak highly of them. Midday supervision is also good. Midday supervisors have all had some training in first aid. They are alert to what is happening in the playground and when they have a spare moment they join in the children's games. The school has very good procedures for ensuring health and safety. It has carried out careful risk analyses of various procedures and staff are all aware of these. For example, the reception teacher took very great care in supervising children as they went up the playground steps. The governors' premises sub-committee carries out regular safety checks of the premises. The school follows North Yorkshire guidelines on child protection and staff are fully aware of child protection issues.
- 46 The school has a clearly understood code of behaviour based on the 5Cs, which is consistently upheld by all in the community. The headteacher plays a leading role in supporting this ethos by personally congratulating children whose names have been put on the 5Cs boards. Procedures to promote good behaviour are effective and are consistently maintained by all staff. One Year 6 child who had come from another school said that one of the things he liked about the school was that "teachers tell you off politely". The good reward system helps to motivate children very effectively. They particularly value being taken by the headteacher to lunch at a local restaurant when they have been awarded three certificates for good work and attitudes.
- 47 There are good procedures to deal with bullying and children are confident that if incidents occur they will be dealt with promptly and effectively. Incidents of roughness and unkindness are discussed in 'circle time', which is held on a weekly basis in all classes and helps to reinforce the importance of care and consideration. Good guidance on health education, for example, the importance of healthy eating, is provided through the curriculum and through special weeks.
- 48 The school provides very good support for children with emotional and behavioural difficulties who are well integrated into the life of the school. This support includes special individual plans and the well targeted and effective use of pupil support assistants. The school also benefits from its good link with the Educational Social Work Service. The way in which the school has

accepted and supported children who might otherwise find it difficult to settle in mainstream education is evidence of the school's strong commitment to educational inclusion.

- 49 Procedures for monitoring children's academic progress are satisfactory. The school monitors progress in mathematics and English through the analysis of a comprehensive database of assessments and test results. This enables the school to identify children with a low reading age and to provide them with very effective help through the use of direct instruction teaching groups. Academic monitoring is less effective for foundation subjects as the school has not identified clearly enough the progressive skills structure needed to help children move on in their learning.
- 50 Assessment procedures are satisfactory. The school has recently combined all the records for individual children in new record booklets and these are useful. Assessment for children with special educational needs is very comprehensive. The use of target setting is in its early stages and at present is inconsistently applied. Children in Year 6 are given appropriate targets in their exercise books and these are frequently referred to. Elsewhere in the school the setting of academic targets to help children to improve their work has only just started and is not yet clearly linked to the raising of standards.
- 51 The monitoring of attendance is very good. Registers are checked on a weekly basis and absences are rigorously followed up. Any absence for which a proper explanation is not provided and also holidays of over two weeks are counted as unauthorised absence. The school's strict and correct adherence to the rules for distinguishing authorised from unauthorised absence is a significant factor in explaining its higher than average record of unauthorised absence.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 52 Parents strongly support the school. The parents' questionnaire and parents' meeting reflect parents' very positive views about what the school does for their children. Parents particularly value the headteacher's strong and caring leadership, the way in which the school expects their children to work hard and the ease with which they can approach the school if they have any concerns. A small number of parents commented that the range of extra-curricular activities is not wide enough and that homework arrangements are not appropriate. Homework arrangements and the range of extra-curricular activities are broadly in line with those in other schools.
- 53 The very good partnership between parents and the school is a great strength and has a significant impact on children's progress. The school works intensively within its community in order to increase parents' involvement both in school life and in their children's learning. Through its good links with a local College, the school has been able to provide a wide range of courses for parents and the wider community including courses on family literacy, numeracy, child development, story sacks and ICT. These courses have been well received by parents and have had a significant impact on the school. They have helped to break down barriers between the school and community and raise parents' confidence and skills; they have increased parents' confidence in supporting their children's education, and they have provided the school with a pool of skilled volunteer helpers to help support the learning of all children. Community education has also helped to raise the reputation of the school in its community. More than twenty parents and other adults who have done courses help in school on a regular basis. The midday supervisors have also done courses and regularly stay in school to help.

- 54 The school, in conjunction with the local College, has recently trained twelve parents and other adults in the mentoring of young children. These mentors each take a special interest in a few younger children and help by encouraging their speaking and listening skills. The programme only started this September but the early indication is that this will be another successful initiative.
- 55 Most parents help their children's learning by supporting the school's homework policy. The support given is inconsistent but the school is working hard to increase parental involvement. The school greatly values the help provided by the Friends of Greatwood School who put on social and fund raising events in order to raise funds to pay for extra resources.
- 56 The school provides parents with good quality information. The good prospectus includes information on curriculum topics and outlines very clearly how the school seeks to work in partnership with parents. Parents value the termly parents' consultations held. They also value the invitation to join in the celebration of their children's success at the weekly achievement assembly when 5Cs certificates are presented. Annual reports on children' progress are satisfactory. Comments describe what children can do and the curriculum, which has been covered, but they do not consistently outline areas of weakness in mathematics and English and targets are not always sufficiently specific and linked to improving progress.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 57 The headteacher has his hand on the pulse of this school and therefore is well aware of how the school is viewed by the parents, local community and the children. He is very committed to the principle of education inclusion. One of the ways this is demonstrated is by the way he has worked with staff to encourage and support them in accepting children that would be excluded in many other schools. He has successfully unified the staff and has provided support for them to enable them to work with all children. The agreed system of classroom organisation for older children is one way in which his leadership has had a direct impact on teaching and learning. The way in which all staff are committed to an agreed seating arrangement indicates how they are prepared to work as a team to find solutions to difficulties. Although some staff have to give more time than they would wish to dealing with children who have difficulties, it is clear that the staff who have experience of handling these children are coping well. The culture of sharing good practice enables the experienced teachers to impart knowledge to, and help, less experienced teachers. The school's commitment to supporting all children in this way ensures that the school aims are being implemented appropriately.
- 58 This is not the only example of the headteacher being able to demonstrate strong leadership. He uses the national and other standardised tests to help him understand more about the teaching and learning strengths and weaknesses in the school. He is well supported by a very able deputy headteacher who is able to lead by example. Her management of a potentially difficult Year 6 class is setting a good example for others to follow. The school makes good use of its analysis of tests to seek ways of maintaining and raising standards.
- 59 At the time of the previous inspection, the school was criticised for its lack of systems for checking on the quality of teaching and learning. Since that time the headteacher, in particular, has worked hard to agree and implement a process with all staff. This has resulted in staff having access to support sooner rather than later. It has been particularly helpful in supporting staff when dealing with potentially difficult children or situations. The recognition of the need to give children greater opportunities to improve their speaking skills has also resulted in

additional attention being given to this area. This is seen in the way Year 1 has set up a play area to help children experience 'role play' in different contexts. For example, during the week of the inspection, this area was a health centre and enabled children to experience answering phones and talking to people in different situations.

- 60 As a result of the school's effective systems for checking on the quality of teaching and its determination to raise standards the focus on future priorities is that much sharper. The present school improvement plan highlights the main issues related to writing, children's communication skills and need to develop further target setting arrangements. The plan is based on good quality information from all staff and shows good procedures to help it work towards agreed priorities as well as check on how well the action taken has impacted on standards.
- 61 The governors are very supportive. There is a nucleus of very knowledgeable individuals who want to do the best for the school. They are keen to be involved and as a result are very well aware of the school's strengths and weaknesses. This is another area, which has seen a significant improvement since the previous inspection. The introduction of a 'standards committee' since the last inspection is one example of the way in which the governors have set out to improve their involvement in day-to-day school affairs. They have a very good working relationship with the headteacher and find it easy to have access to the information they need to help them fulfil their role.
- 62 The school has been able to access some additional money to support many of its initiatives. One example is additional money being available to enable the special educational needs co-ordinator to be free of classroom duties to support children throughout the school with learning difficulties. The use of the co-ordinator is having a good impact on the learning of the children who work with her. Not only is she able to manage the learning needs of those who appear on the school's register but she also works with many children who need support in basic skills. The regular and systematic way she works with groups is making a positive contribution to raising the standard of their work as well as their self-esteem. The school's link with the adult learning has resulted in the school having access to a large computer suite for long periods in the week. The school would not have otherwise been able to find funds for this provision. This has helped to raise the standards of children's information and communication technology skills.
- 63 The school is staffed at a slightly better than average rate. This is due to additional funding that is used to help with children who have learning and behavioural difficulties. The staff is well deployed and have access to an adequate amount of professional development. As a result of recent national initiatives there has been limited time to develop work in all subjects. This has resulted in subject co-ordinators not being as effective as they might be. This is not as a result of a lack of enthusiasm but merely as a need to work on different priorities as they arose. In all areas there is adequate resourcing and the accommodation is just about adequate, despite two classrooms being located outside the main building. The outside grounds are extensive and add much to the school's opportunities for developing outside games with older children and outdoor play with younger ones.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

64 In order to continue with the momentum of school improvement the governors, headteacher and staff need to:

Improve standards in writing by:

- Ensuring that children apply the grammatical skills that they are taught during the 'literacy hour' in all their writing;
- Putting even greater emphasis on punctuation;
- Developing more effective systems to help children improve their spelling.

(Paragraphs 2,7,8,75,77,79 and 83)

Explore ways of increasing the range of children's vocabulary and improve children's use of Standard English by:

- Ensuring that all teachers pay particular attention to methods aimed at increasing the range of children's descriptive vocabulary;
- Putting greater emphasis on children's use of technical language;
- Drawing attention to children's incorrect use of tenses without destroying their confidence in speaking out in front of others.

(Paragraphs 2,8,12,77,79,81 and 88)

Provide a more consistent challenge of more able children in mathematics and science by:

- Ensuring that tasks take full account of the full range of abilities in the class;
- Putting more emphasis on challenging the more able children during mental and oral mathematics work;
- Considering different ways of grouping children during practical work in science so as to give greater emphasis to the needs of more able children.
- Continuing to provide support for teachers in Years 1 to 4 so that they can manage difficult children and provide challenging activities for more able children.

(Paragraphs 3,4,10,15,25,29,32,92,93 and 94)

Implement a system of individual target-setting throughout the school so that:

- Children have greater understanding about what they need to do in order to improve their work;
- Teachers are more effective in raising children's standards in literacy and numeracy;
- Everyone is committed to target-setting as being a strategy for raising standards.

(Paragraphs 31,50,89 and 98)

Improve planning arrangements for science, religious education and the foundation subjects by:

- Making greater use of the recently produced national guidance to help with planning for progression in children's learning.
- Using co-ordinators to develop schemes of work for each area.

(Paragraphs 16,31,37,49,63,104,108 and 109)

In addition to the main key issues the following less pressing matters need to be dealt with: Widen opportunities for children to take on more responsibility; (Paragraph 21); and Provide more opportunities for children to be culturally enriched in art lessons (Paragraph 43)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	57
Number of discussions with staff, governors, other adults and pupils	51

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	11	32	57	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)		230
Number of full-time pupils eligible for free school meals		58

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		8
Number of pupils on the school's special educational needs register		70

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	17

Attendance

Authorised absence

	%
School data	3.5
National comparative data	5.4

Unauthorised absence

	%
School data	1.2
National comparative data	

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
	1999	19	23	42

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	14	18
	Girls	18	17	21
	Total	33	31	39
Percentage of pupils at NC level 2 or above	School	79	74	93
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	16	16
	Girls	18	20	17
	Total	30	36	33
Percentage of pupils at NC level 2 or above	School	71	86	79
	National	82	86	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
	1999	18	21	39

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	13	13
	Girls	17	13	15
	Total	29	26	28
Percentage of pupils at NC level 4 or above	School	74	67	72
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	15	14
	Girls	16	14	17
	Total	28	29	31
Percentage of pupils at NC level 4 or above	School	72	74	79
	National	68	69	75

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	201
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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)	11.4
Number of pupils per qualified teacher	20.2
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	102

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/a
Number of pupils per qualified teacher	N/a

Total number of education support staff	N/a
Total aggregate hours worked per week	N/a

Number of pupils per FTE adult	N/a
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
	£
Total income	471,575
Total expenditure	482,994
Expenditure per pupil	2,099
Balance brought forward from previous year	26,258
Balance carried forward to next year	14,839

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	230
Number of questionnaires returned	50

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	80	20			
My child is making good progress in school.	68	28			4
Behaviour in the school is good.	38	62			
My child gets the right amount of work to do at home.	36	44	8	6	6
The teaching is good.	76	22			2
I am kept well informed about how my child is getting on.	66	30			4
I would feel comfortable about approaching the school with questions or a problem.	88	12			
The school expects my child to work hard and achieve his or her best.	84	16			
The school works closely with parents.	68	30			2
The school is well led and managed.	74	24			2
The school is helping my child become mature and responsible.	72	26	2		
The school provides an interesting range of activities outside lessons.	48	28	16	0	8

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

- 65 The education for children aged five is within the newly formed Foundation Unit, which was completed last September. The children enter the school in the September of the academic year in which they are five and, at present, there are 41 children on the register. The majority of children have attended local nurseries and there is good liaison with the school with profiles being sent on transfer. This helps the teachers to form a first assessment of the children's abilities. There are the equivalent of two full teachers working with this age group. Two teachers who job share cover one of the teaching roles. This is working out well because of the effective liaison that is taking place amongst all staff working in the foundation unit.
- 66 Parents and children are also welcomed to school on a number of occasions during the summer term prior to entry and this enables the children to feel secure and confident with the environment and teachers during their first days at school.
- 67 Following the completion of an initial assessment of the children's skill levels during the first half term in school, attainment is judged to be below the national level of expectation in most areas of learning, with the exception of physical development, which is satisfactory.

Personal and Social Development

- 68 The focus this term has been on developing this area of children's learning and they have made good progress helping them to be on course to meet the learning goal for the area. They are happy to come to school and relate well to the other children in the class. The majority listen to the teacher during whole group discussions and take turns to answer and ask questions. A few children 'call out' but the teachers are constantly encouraging them to respond appropriately. During small group activities, the majority of children can play co-operatively. They are beginning to share equipment and take turns. For example, in the role-play area one child writes the shopping list and another will assemble the goods. They also take turns and assist one another when working on the computer. Most children work with a good level of concentration with adult support. They show interest and are well motivated to learn. They show a good level of independence when putting equipment away and take care of all resources. All are aware of their own needs and can take care of themselves. The teaching in this area of learning is good. The teachers have a consistent approach as to what they expect of the children and this is delivered in a quiet but firm manner.

Language and literacy

- 69 Children make good progress in this area of learning although by the time they start Year 1 a significant minority do not display the standards expected for their age. There are many opportunities provided for the children to share their experiences with the teachers and other children. They lack a wide vocabulary but the majority are confident to speak in front of others. The teachers use the appropriate section of the National Literacy Strategy for planning and the shared reading and plenary sessions enhance the children's listening and speaking skills. During every activity the adults in the nursery are very vigilant about explaining things to children and asking pertinent questions to help them with their own language. The sharing of big books successfully promotes the children's reading skills. The present topic on healthy eating is introduced through reading 'Handa's surprise'. Children are encouraged to

identify the title and author of the book and they are also introduced to words such as 'blurb', 'letter', 'word' and 'sentence' A more able child very excitedly pointed out a question mark. They identify what is happening by looking at the pictures and predicting what will happen on the next page. Through identifying a number of familiar and unfamiliar fruits, the children not only increase their knowledge and vocabulary, but also begin to identify the initial sounds of the fruits and make links with other objects starting with the same letter. This area of English skills was identified as a weakness in the initial assessments. From the first or second week children are given books to take home and share with their parents. Children have to identify their own name when sitting with the teacher to complete a more formal task and most are now able to do this. Numerous opportunities are given for them to practise their writing. For example, when writing lists for shopping or when writing their name whilst participating in a small group activity. The teaching in this area of learning is good. All staff have a good understanding of reading and writing development and they are skilled at getting children to talk and ask questions.

Mathematics

- 70 Although the children make good progress in this area of learning, a significant minority will not achieve the expected level of attainment by the time they move to Year 1. The development of number is managed through the current topic on healthy eating. The teachers use the appropriate section of the National Numeracy Strategy and there is a clear progression through the early acquisition of skills. Children are familiar with a number line to 10 and the majority can clap the appropriate number. They are also becoming familiar with the ordering to 10. The more able children are confident and can carry out one-to-one matching using everyday objects. For instance, matching the correct number of cups to saucers. They can also count to beyond 20 and are being introduced to simple addition using cut outs of fruit. The teachers use a range of number rhymes and songs to consolidate the children's knowledge of 5 and use the correct mathematical language of 'one more' and 'one less' and 'how many are left?' Children are also taught to interpret data from a simple chart of favourite fruit. The teachers plan well for this area of learning. They ensure that activities are appropriate to the needs and abilities of the children and that work is progressive. As from next half term the children will be put into ability groups with activities designed to reinforce and challenge their knowledge.

Knowledge and understanding of the world

- 71 Children make good progress in this area of learning. The topic this week is about healthy bodies. The children in the reception class are concentrating on identifying food that is good for them through a number of different areas. Linked to the book, 'When I Eat' they are beginning to realise that chips have come from potatoes but no-one is able to say what they are cooked in. Many children are confused about which are fruits and which are vegetables but some more able children can associate milk with healthy teeth and know that sweets are full of sugar. They cut-up and sample a number of fruits and choose their favourite. Teachers provide a well-connected, wide range of activities, which are planned to extend early concepts in science, design and technology, geography, history and information technology. These subjects are linked so that during the course of a half-term, the children understand a particular concept in a range of situations. They use their senses to investigate a variety of material including malleable dough, sand, water and paint. They are becoming confident and adept at using scissors and use paste and glue to join materials. Two children were observed using the computer with confidence. They talk about 'mouse' and 'keyboard' and use the 'drag' technique to move objects around the screen. Teaching in this area of learning is good with

linked activities starting with what the children know and moving them on in small steps to the next level.

Physical development

- 72 Children make good progress in this area of learning and achieve satisfactorily. They enjoy using large-wheeled apparatus in the outdoor area and are controlled in their movements and willingly change with other children when asked to do so. In physical education lessons they demonstrate an awareness of space and can move quickly around the hall without colliding with others. The majority of children respond immediately to the teacher's instructions and understand the need for a peaceful atmosphere for safety reasons. The majority of children can jump with two feet together and hop and jog on the spot slowly and then more quickly. A number of more able children can skip with a good level of co-ordination. Within the classroom they use large and small pencils, crayons and paintbrushes, which help to develop their fine motor skills. They also use scissors with increasing confidence. They roll, squeeze, push and knead coloured play-dough and talk interestingly about what they have made. Table-top activities such as small construction kits, roadways and jigsaws enable the children to develop good manipulation skills. Teachers are well-organised enabling children to practise their physical skills as well as introducing new tasks for them.

Creative development

- 73 Children make good progress in this area of learning. In practical activities within the classroom the children develop their role-play skills whilst using the house area where a good range of equipment makes the play as realistic as possible. They also use a large roadway mat when playing with a variety of cars and trucks and enjoy using paints and crayons and a variety of materials to create their own pictures and collages. Their musical skills are well developed. They sing a number of songs and rhymes in the classroom and the specialist music teacher teaches them how to keep a steady beat, to recognise and name a number of untuned percussion instruments and to identify high and low sounds. This is all achieved through a well-planned programme incorporating performing and composing and listening and appreciating a variety of music. The children are developing their musical skills well through the medium of the voice. The standards of achievement of the children are in line with the national expectations.

Provision

- 74 Children receive a broad and balanced curriculum, which contributes to effective learning in the six areas of learning defined by the Qualifications and Curriculum Authority. The three teachers, one full time and two part time, plan very well together and aim to help the children achieve the early learning goals. Following the initial assessment of the children on entry, the staff continually monitor their progress and adjust their planning to suit their needs. The initial assessment is repeated at the end of the reception year in order to evaluate the progress made. There are very good links with parents. A number of workshops are arranged to assist the parents when helping their children at home and these, together with the Family Basic Skills Project, enhance the children's learning. A number of parents have progressed from this project to become 'mentors' within the Foundation Unit and other areas of the school and provide good support to children and staff. The staff in the Foundation Unit know the children

well and work to create an environment that is stimulating with interesting and exciting activities. There is a busy, caring atmosphere at all times. Resources are good and the large area clearly defined into activity bays with bright interactive displays for the children. Support staff are given good instructions and work well as part of the team.

ENGLISH

- 75 The standards attained by 11-year-olds have steadily improved over the past few years. When compared to the previous inspection standards have improved significantly, especially in reading. They were well below the national average in 1996 but have now improved to a position of being in line with the national average for the past two years (1999 and 2000). This has helped the school exceed its targets for English for the past two years. The 2000 test results shows that the school is achieving above average compared with similar schools. The trend of improvement is also better than that seen nationally. Standards in reading have been significantly better than the standards attained in writing. Despite recent improvements in writing standards they remain a concern for the school.
- 76 One of the pleasing features of the recent set of results is the increasing numbers attaining the higher levels. For example, in 2000 more than 40 per cent of children attained this higher level, which is well above the national average. There is still larger than average percentage not reaching the expected level for their age. However, the children who have greatest learning problems have improved and are getting closer to the level expected for their age. This is due to the very good provision for children with special educational needs. The present Year 6 group is attaining at levels that are likely to match the standards of the previous two years. They also show better standards in reading compared to writing.
- 77 It is clear that the main difficulty related to writing is the limited spoken language that children have. They do not have an extensive spoken language and they mix up their grammatical terms. This is impeding their written work because they do not have access to a wide-ranging vocabulary and they make the same grammatical errors in their writing as they in their talking.
- 78 Eleven-year-old girls perform better than boys but the margin is not as great as that seen nationally. This is particularly pleasing because it is mainly boys that have special educational needs associated with emotional and behaviour difficulties.
- 79 The test results for 7-year-olds have varied considerably over the past few years. In reading results have fluctuated between being in line with the national averages in 1998 to being well below in 1999. The 2000 test results are better and are in line with the national average and above average compared with similar schools. In writing, the picture is not as good. The fluctuation is still there but the results have been either below or well below the national average for the past few years. The improvements noted in 2000 have moved the school to a position of being close to the average compared with similar schools but still well below the national average. The present Year 2 is attaining at the same level as the 2000 cohort for both reading and writing. The same issues noted for older children's writing are again the main reason why written standards are so disappointing for this age group. Boys and girls are performing at the same level for reading and writing, which is not in line with national trends. This is because the impact of poor speaking is hindering the standards attained by both boys and girls.
- 80 Children are achieving well in Years 5 and 6 but satisfactorily elsewhere throughout the school. One of the main difficulties that the school faces is that up until this year the provision for children in the reception class has not been good. This has resulted in successive groups of children arriving in Year 1 with skills in communication, language and literacy being well below that expected for children of their age. Due to the changes that have occurred in the past year this is no longer the case with reception aged children being well prepared to meet the demands of the National Curriculum.

- 81 However, the children currently in Years 1 and 2 are starting from a position that is well behind that expected. One of the main difficulties facing the teachers and staff with these two age groups is that their speaking skills are poor as is their listening skills. They are consistently using immature language and frequently do not finish off their sentences. The teacher in Year 1 has appropriately set up a play environment aimed at helping children extend their communication skills. When children use this area it is evident that many do not have the necessary range of vocabulary to help them communicate as effectively as they would wish. For example, many speak in short phrases rather than sentences and often miss out the first letter of a word making it difficult for others to understand what they mean. In Year 2 a significant number do not comprehend what is said to them. This is due to some inattentive listening but also to poor concentration. As they move through the school confidence levels improve considerably when it comes to speaking out in front of others. However, the quality of children spoken English is still a major concern. This is evident in a Year 6 class when the children are not able to develop their explanations about the human body.
- 82 Children achieve well in reading. The young children in Years 1 and 2 are making good progress even though many Year 1 children are still struggling to read words that have more than three letters. They are able to offer alternative words that rhyme with words like 'leg' or 'vet'. In Year 2 Children are confident when talking about the contents of information books and how to find out about their contents. Children enjoy books at this age and many can talk with some enthusiasm about the stories they have read. Older children are able to make good progress but this is mainly due to the work that is occurring in Years 5 and 6. There is some underachievement amongst the more able Years 3 and 4 children in reading but this is in contrast to the demanding work they achieve in Years 5 and 6. Older children read the work of many different authors and enjoy talking about books.
- 83 The progress made in writing is satisfactory overall but does not help children to catch up with the low standards they are attaining when they start Year 1. The more able 7-year-olds write stories that have a reasonable sequence but many ideas are joined by using 'then' or 'and then'. Although children aged between 5 and 7 work on a range of exercises to do with punctuation and grammar there is little evidence of these improving their free writing. One of the difficulties relates to the lack of frameworks being available to help children's story writing. By Year 4 the standard of presentation is unsatisfactory. Most of the writing of the most able children contains few examples of full sentences. There is better use of adjectives, for example, big, scaly crocodile. However, these are restricted to the most able children only. There is a big improvement by Year 6 but by this time the teachers are left with too much to do in order for the children to catch up. More able children are able to sustain a story but the grammatical features are often incorrect. For example, 'Me and my brother and my parents.' Spelling is also unsatisfactory with common words, such as, off, would and could being spelt incorrectly.
- 84 Throughout the school there is very good provision for children with special educational needs. This is helping to raise the standards they attain. The children who are withdrawn to work with the special needs co-ordinator are very well challenged and the pace of their work is demanding. They are learning to read more effectively because of the way the teacher is working with them. She uses basic skills most effectively and continually praises good effort. Her sessions are very popular with the children and they work extremely hard during these lessons.

- 85 Teaching has improved since the previous inspection. This is in part due to the confidence that staff now have in teaching the basic skills since the introduction of the Literacy Strategy. The majority of children have better attitudes to learning although there remains a significant number who find it difficult to concentrate appropriately.
- 86 The teaching and learning for the children aged 5 to 7 is satisfactory overall. However, the lack of concentration amongst a significant minority of children is badly affecting their learning. In both Year 1 and 2, despite their best efforts, the teachers struggle to gain the level of attentiveness desired for whole class work. The teacher in Year 1 has recognised the need for many children to have additional time to communicate and has set up a play environment with a specific focus to help in this respect. The teacher in Year 2 is effective in helping children with their reading. She uses little rhymes to help them. For example, 'when two vowels go walking, the first one does the talking'. Children respond well to these rhymes and remember them. Although children settle much better in group activities the teachers are having to spend too long concentrating on classroom management techniques and this takes away from the time that might be used to challenge the most able children. This results in some underachievement happening amongst some more able children.
- 87 The teaching and learning for children aged 7 to 11 is good overall. However, there is a contrast between the good and sometimes very good work seen in Years 5 and 6 and the satisfactory provision in Years 3 and 4. The main difference is the challenge provided for the children. The Year 6 teacher uses questioning as one method for keeping children alert. Her demanding pace engages the children and they respond well to her methods. There is good understanding of how to improve the children's basic skills. There is very effective planning with appropriate resources being at hand so as to ensure that children are not distracted by having to find things. In contrast, the pace of work during the whole class part of the lesson for children aged 7 to 9 sometimes lacks the rigour to challenge the more able effectively. The problem again relates to the amount of time the teacher has to spend managing children who would otherwise be distracting others. This results in less time being available to challenge the more able children.
- 88 The staff feel that the National Literacy Strategy has helped them with organisation and management of the subject. However, they are aware that the impact on reading has been far greater than the improvements in writing. There is an awareness of the need to spend more time developing children's speaking and listening skills and there have been some moves to do this. For example, the structured play environment in Year 1. The present curriculum allows too few opportunities for children to improve their speaking and listening skills.
- 89 The staff have started to address aspects of target-setting as a way of improving standards. However, at the moment this is not being used consistently across the school. There are examples of teachers marking making reference to targets but these are not always focussed on improving standards. The staff recognise target-setting as a potential tool for raising standards and have identified this as an area for future development.
- 90 The subject is appropriately managed with test results being carefully checked and analysed. This has enabled the school to correctly identify the problems associated with children's communication and writing. The teaching is also checked and the information from observations of teaching is used to help improve the teaching. There are adequate resources for the subject and this is another area that has improved since the previous inspection.

MATHEMATICS

- 91 When compared to all schools, the 1999 national test results for 11-year-olds were average. The percentage of children achieving the higher grades in the tests was close to the national average. In comparison with schools with children from a similar background their performance was above average. Since 1996 there have been some fluctuations from year to year with the trend being one staying close to the national average. The results for 2000 are not as good and therefore likely to be in line with similar schools. The reason for this is that the class who took the tests had a high percentage of children with learning difficulties who were not able to maintain the standards of earlier years. The current Year 6 class also has a high percentage of children with learning difficulties and the attainment of the majority of these children is below that expected for their age.
- 92 The 1999 test results for 7-year-olds were below the national average. The percentage of pupils achieving the higher grades was also below the national average. In comparison with schools with children from a similar background their performance was average. The results for 2000 were better, but the current Year 2 class has a high percentage of children with learning difficulties and the attainment of the majority of these children is below that expected for their age. There is also evidence of under-achievement amongst more able children because the attention is diverted to children requiring help with their behaviour and emotional difficulties.
- 93 The quality of teaching and learning is satisfactory overall. It is stronger in Years 5 and 6 and as a result older children are able to make better progress in their learning and achieve well. This is particularly the case for more able children. This shows an improvement since the last inspection when some lessons were indicated as being unsatisfactory. For children aged 5 to 7 the school ensures there is appropriate emphasis placed on developing their basic skills in mathematics through practical activities. This was seen in a Year 1 lesson on developing children's knowledge and understanding of how to measure and weigh accurately. There is a natural integration of mathematics into classroom activities and children suitably develop their skills of recognising and using simple patterns and relationships. By the time they are 7 most children show that they can identify and name a variety of common two-dimension shapes such as square, circle and rectangle. This was seen in a lesson for children in Year 2 in which they showed a suitable understanding of the properties of these shapes and were able to sort them accordingly. In all lessons observed the children's ability to use correct mathematical vocabulary to talk about what they are doing was limited. Children's use of mental calculation skills and the ability to explain the methods used to find the answers to problems is also under developed. The school is targeting an improvement in these aspects as is seen in the way teachers' planning contains key words to be taught and the encouragement given to children to explain how they work out their answers. There are limited opportunities for children to develop the skills of working collaboratively to solve problems. Despite teachers dealing well with children with emotional and behavioural difficulties it does detract from the time they give more able children.
- 94 There is a continued emphasis on using practical activities to teach the basic skills for children aged 7 to 11. This was seen in a Year 4 lesson in which children were estimating and then measuring a variety of objects. Another example in Year 4 was when children were using a variety of two-dimensional shapes to develop their understanding of polygons. Within these activities the children usually listen attentively to their teacher and to others whilst explanations are being given. Children use mathematical resources and equipment with care and show enjoyment in much of their mathematical work. The school is targeting mental agility work at the beginning of lessons as a means of improving children's ability in responding quickly to

number facts. There is also intention to better develop children's ability to explain their strategies for working out answers to problems. This was seen to good effect in a session for children in Year 6 when the motivating teaching enthused the children to make very good progress in these skills. The teaching in Years 5 and 6 is strong with activities building well upon children's previous knowledge and understanding and suitably challenge children of all attainment. This is not the case for children aged 5 to 9 where the teaching enables lower ability children to achieve well but does not suitably challenge the more able children, who are not making the progress expected. By the time they are 11 most children are able to demonstrate that they are competent in the four rules of number and are able to identify prime numbers and multiples. Their knowledge and understanding of fractions and decimals and their skills in using them to solve problems is not as secure. As is the case for younger children there is a limited knowledge of related mathematical language to be able to explain what they are doing. There is also insufficient opportunity for children to be involved in activities that will effectively develop their problem solving skills.

- 95 Throughout the school the teachers' planning is thorough, with clear learning objectives linked to a variety of interesting activities for pupils to carry out. Teachers prepare their lessons well and employ effective classroom management and organisational methods. This is important as all classes contain children with behavioural problems who need skilful handling if satisfactory learning is to take place. Teachers make suitable use of information and communication technology to enhance children's work in mathematics but the school has identified the need for a wider range of software to improve this aspect of the subject. There is appropriate use made of homework to further develop children's learning in mathematics.
- 96 The progress of children with special educational needs is good throughout the school as a direct result of work being carefully matched to their individual needs. These children are given good support that enables them to make good progress towards the individual targets set for them.
- 97 Children show that they are able to make suitable use of their numeracy skills in other subjects, as seen in a Year 6 science lesson, in which pupils could accurately take temperature readings from a forehead thermometer.
- 98 The curriculum for mathematics is satisfactory with the children being offered a variety of relevant and interesting activities. The curriculum planning follows the framework for the National Numeracy Strategy and is effective in ensuring continuity and progression of children's learning through the school. Short term planning is taken from the half term plans and details the key learning objectives and skills to be taught in an appropriate manner. Since the last inspection the school has improved its systems for assessing and recording individual children's attainment and the progress they make in mathematics as they pass through the school, and these are now satisfactory. The school is beginning to analyse assessment information to set targets for improvement in mathematics for groups and individual children. However, all staff do not consistently apply this system of target-setting aimed at helping children improve their work and this makes it difficult for children to know what they need to do next to improve. Some teachers implement the Numeracy Strategy more effectively than others, but overall it is being carried out in a satisfactory way. The best examples of its effective implementation are in Years 5 and 6. The leadership of the subject is good with the co-ordinator having a clear view as to how the subject is to be developed in order to raise attainment further. Monitoring of the mathematics curriculum is effective in enabling the school to identify and set targets for improvement. Resources are adequate well-managed and readily accessible to staff and children.

SCIENCE

- 99 When compared to all schools, the 1999 National Curriculum test results for 11-year-olds were below average. The percentage of children achieving the higher grades in the tests was also below the national average. In comparison with schools with children from a similar background their performance was average. Since 1996 there have been some fluctuations from year to year with the trend being below the national average. The attainment of the majority of children currently in Year 6 is below that expected for their age.
- 100 The 1999 teacher assessment results for 7-year-olds indicate that attainment in science was well below the national average. The percentage of children achieving the higher grades was also well below the national average. In comparison with schools children from a similar background their performance was well below average. The attainment of the majority of children currently in Year 2 is below that expected for their age.
- 101 The quality of teaching is satisfactory overall, but is stronger in Years 5 and 6 and as a result older children are able to make better progress in their learning and achieve well. In Year 1 the teacher ensures that children have opportunity to be involved in practical activities to develop their scientific knowledge and understanding. This was evident in a lesson on the structure of the eye in which the children were able to identify objects in a 'feely bag' by touch alone. As children pass through Year 2 they learn how to handle simple scientific equipment carefully and safely and to take part in discussions about scientific topics. This was evident in a lesson for Year 2 children on talking about how medicines are drugs and can be dangerous. Within these activities the children show enjoyment and interest and are keen to take an active role in the lessons. The teachers show secure subject knowledge, prepare their lessons well and stress the importance of the correct use of scientific language. However, most of the children have only a limited vocabulary and this hinders their ability to develop the skills of being able to talk about their work in an appropriate manner. There is not enough emphasis given to teaching the children the basic skills of carrying out an investigation or the different methods in which they can record what they have discovered. The teachers do not give children sufficient opportunities to work collaboratively in groups or individually to investigate and find out for themselves. As a result, by the time that they are 7, the children do not show appropriate skills in carrying out a simple fair test or in recording their findings in a variety of ways. More able children, in particular are not achieving to their full capacity.
- 102 Older children are given the opportunity to learn how to handle a wider variety of scientific equipment and resources to develop their knowledge and understanding. This is seen in the work of children in Year 4 on locating and naming the major bones in the human body and considering the function of the skeleton in different kinds of animals. In this lesson the teacher provides a range of relevant and interesting resources to effectively support learning in this aspect of science. As for younger children, there are suitable opportunities to be involved in practical work as is seen in the range of activities given to Year 5 children to develop their understanding of the properties of 'Light'. In the good quality lessons seen in Years 5 and 6 the teachers share the learning objectives with the children so that they had a good understanding of what they are to learn. These teachers also have good questioning skills and are able to set work that effectively challenges children of all abilities. In most lessons the children are eager to answer questions and show enjoyment in their work, especially practical activities. However, as for younger children, there are not enough opportunities for them to work together on investigations to find out for themselves. There are not enough opportunities for children to be involved in activities that develop the investigative skills of making evaluations

and conclusions based on prior scientific knowledge. Consequently, by the time that they are 11, most children do not show an appropriate ability to identify the need for a fair test or to be able to plan and carry one out independently of the teacher. This was evident in a Year 6 lesson, on devising a fair test to find out if body temperature changes during exercise, in which the children relied heavily on the expertise of the teacher to carry out the activity. Through the school there is some use of children's skills of using information technology to enhance their work in science and this is an area for further development.

- 103 The progress of children with special educational needs is good as a result of the well-structured support that they are given. The significant numbers of children with behavioural problems are able to make satisfactory progress because of the effective classroom management and organisational strategies employed by teachers. There is suitable use of literacy skills by children in their report writing in science. Children also show that they are able to make satisfactory use of their numeracy skills, as is seen when Year 6 children are taking temperature readings from a forehead thermometer.
- 104 The curriculum that is offered to the children is satisfactory, being broad but in need of better balance so that there are more opportunities for them to be involved in investigative activities. The co-ordinator has only been in role for six weeks and consequently does not yet have an effective overview of the quality of education in the subject through the school. The current planning arrangements result in children having lengthy periods of time, sometimes a full term, when they are not involved in scientific activity. The school recognises that this is unsatisfactory and is in need of revision if children are to develop their skills in an effective way to attain appropriate standards in science. The school collects information about the progress made by children as they pass through the school. However, this data is not yet being used consistently by some teachers to set specific targets for individuals or groups of children to improve their performance. Resources are adequate, well-managed and readily accessible to staff and children.

ART AND DESIGN AND TECHNOLOGY

- 105 During the inspection there was very little opportunity available to observe either of these two subjects being taught. Two art lessons were seen but no design and technology lessons were seen. In addition there was very little evidence of work available for design and technology because it was due to be a major part of the following half-term's work.
- 106 From the brief amount of work available to look at and the observations made, standards in art are unsatisfactory for children aged 5 to 7 and satisfactory for older children. The previous inspection reported that standards were generally satisfactory for all age groups. However, the standards are now not as high for younger children because many have immature drawing skills. The standards attained by older children are as it was at the time of the previous inspection. During the one lesson seen in Year 1 it is evident that children's work is quite immature. They have little understanding about proportion and the details of their drawings are very limited. There are exceptions with one child producing a good piece of work, which started to suggest that he had a good understanding of using tone and texture. The group was observing a skeleton and then using pencils to draw what they observed. The learning was satisfactory because the teacher gave enough opportunity for children to use their observation skills before committing to paper. However, the lack of confidence amongst the children resulted in the teacher having to give too many instructions. The teacher is using appropriate techniques to help the children but they are not able to capitalise because their own artistic knowledge is poor.

- 107 Older children's standards in art are in line with that expected for their age. During a lesson with a Year 4/5 group the teacher is using the work of a range of well-known artists to stimulate the children. This helps to evoke discussions across the group and also helps the children to focus on their own task. The teacher uses fruit to help children work from first-hand experience. The 'still-life' examples of other artists' work enable children to concentrate on aspects of tone and texture. However, they do so with limited success. A few children have been able to use the techniques described to bring a sense of three dimension to their work but for the majority this is not achieved.
- 108 The art subject co-ordinator confirmed that there is no skill structure in place at the moment. Therefore planning is not able to take account of what children already know. The new curriculum has only just been introduced and the staff are following the national guidance provided for all schools. There is no system in place to ensure that children come across the work of a range of artists from different cultures. There are plans in place for this to happen but it will be some time before there is time for the staff to discuss these issues because other subjects are taking priority.
- 109 As with art the design and technology curriculum is based on the recently produced national guidance. The co-ordinator does a limited amount of monitoring and has recognised that there are weaknesses in the way children evaluate their work. There is much work needed to bring the staff up to date with recent initiatives. However, just as with art there are other more pressing priorities for staff meetings. The co-ordinator does have a clear view as to what needs to happen but recognises the need to have more whole staff meeting time to improve the provision. The previous inspection did not report on standards and provision in design and technology.

GEOGRAPHY AND HISTORY

- 110 No lessons were observed in these subjects due to timetabling arrangements. There is very little work contained in this year's topic books so the scrutiny of work focussed mainly on the previous year's writing from which attainment is judged to be in line with national expectations in both key stages.
- 111 The subjects are delivered through half termly topics and teachers use the new curriculum 2000 units of work to plan lessons.
- 112 Topics for younger children within the reception class centre around themselves. They look at their family and their place within it and study homes now and long ago. Through journeys, walking and by transport, they become aware of their local environment and begin to learn direction. As they progress through the key stage they look closely at toys and discover the materials that were used in the past and how improvements have been made. They study their local environment in more depth and identify the people who work within it.
- 113 Older children cover various study units in history including Invaders and Settlers, the Romans and Vikings. They develop a sense of chronology, and skills of historical enquiry through their work from written sources. In discussion with a group of Year 6 it is evident that they have retained good information about the various periods in times that they have studied. They explain the style of life that the Anglo Saxons and Romans enjoyed and can trace the development of children and education through the ages. In order to develop independence in

their learning the children are presently researching and writing about famous people of their own choice.

- 114 In geography, children study maps and trace routes to and from school. They study co-ordinates in mathematics and appear to enjoy this aspect of the subject. The emphasis of the subject is mainly the study of their own local area and further afield in this country. Older pupils have trips to Mallam and residential visits to Whitby and Morecombe Bay for Years 5 and 6 enhance their progress in this subject. Other aspects contained in the curriculum is an on-going study of world weather and 'Where in the World is Barnaby Bear?'.
115 From the discussion with Year 6 pupils it appears that children enjoy history. They are enthusiastic about finding out about the past and the more able children are becoming aware how people and events have effect and influence on present day issues.
116 The curriculum is satisfactorily planned. The newly introduced units of work are to be evaluated later in the year and adjusted if necessary. The co-ordinator has only just taken responsibility for this subject and therefore has not yet identified the areas that need development. An audit of provision and resources is planned. Although assessment booklets are used for history they do not focus sufficiently on tracking pupils progress in their knowledge, understanding and skills and activities are seldom planned to take account of the varying needs and abilities of all children, including the more able.

INFORMATION TECHNOLOGY

- 117 By the time that they are 11 the children achieve standards appropriate for their age, and the progress made by pupils in their learning throughout the school is satisfactory. The provision for information and communication technology (ICT) has been greatly improved since the last inspection by the creation of an ICT suite with better computers and software for children to use. This improvement is a result of the close links that the school has fostered with a local college of further education.
118 The quality of teaching is satisfactory with teachers being well-prepared and placing appropriate emphasis on giving children opportunities to learn and practice the basic skills of the subject. When they start Year 1 suitable attention is given to developing children's knowledge, understanding and skills in the subject and they are taught that computers can be used to make words and pictures and to assemble text. As they pass through Year 2 children learn how to change the type and size of text and to retrieve, process and display information. This was seen in a lesson for Year 2 children in which they were designing a menu for a healthy lunch. Children treat the equipment carefully and when working in pairs on the computer they collaborate well. The progress in learning for older children continues to be satisfactory as a result of them receiving direct teaching of basic skills in the subject. In a Year 4 lesson the teacher effectively demonstrated how to move and resize objects in graphical based modelling package. In a good quality lesson for children in Year 6 the teacher effectively demonstrated how to enter information into a spreadsheet programme. When the children moved into the computer suite the teacher effectively used the 'smartboard' to develop their skills in this aspect of the subject. By the time that they are eleven children are able to use information technology to enhance some of their work in subjects such as English, mathematics, science, history and geography. In these activities they are able to suitably use information technology to organise and present their ideas. The school is keen to further the

use of ICT in all subjects so that it becomes an integral part of classroom activity. Children show confidence and enjoyment when using computers and achieve appropriately.

- 119 There is very good use made of ICT for children with learning difficulties withdrawn for specialist support to develop their literacy skills.
- 120 There is effective management of the subject by the headteacher whose efforts are supporting a raising of standards throughout the school. He is keen to develop the half hour weekly sessions on skills teaching that each class receives so that there is a consistency of approach through the school. He is also determined to find ways of improving the use of the computer suite so that children are better able to consolidate and use these skills. The curriculum offered to the children is satisfactory but there is recognition of the need to provide more opportunities for them to experience activities involving data handling and control. There is good resource provision in terms of computers but there is a need to purchase a wider range of software to support work in other subjects. The accommodation provided by the ICT suite is very good and its use by parents to develop their skills is one of the ways that the school maintains the excellent links that it enjoys with the community.

MUSIC

- 121 The school benefits from the services of a specialist music teacher who teaches all the classes once a week. The majority of children attain standards that are in line with those expected nationally with a significant minority achieving above this.
- 122 Children in the reception class are able to distinguish between high and low sounds and can reproduce these on selected chime bars. They also use their voices to re-create patterns that the teacher sings. As they progress through Key Stage 1 children are encouraged to respond physically to music. For example, the Year 2 class interpreted signals made by the tambourine. They then picked out the instruction from a written selection on the board. The teacher carefully introduced correct vocabulary and the children are familiar with 'pulse', 'rhythm' and singing higher and lower. They can use simple dot graphic scores to say and play high and low sounds. Children aged 7 to 11 can sing confidently and try hard to improve tone and diction throughout lessons. This is successfully achieved by the teacher taping their performance for them to evaluate and consider where improvements are needed. All children have opportunities to use instruments.
- 123 The majority of children enjoy music lessons and show a good attitude to their work. They are attentive, listen carefully and show satisfactory levels of concentration in meeting the challenges, which are offered to them. All the children take part, including those with special educational needs. A number of these children have behaviour problems and, at times, disrupt the smooth running of the lesson. However, the teacher handles this well and the majority achieve similarly to their peers.
- 124 The quality of teaching is consistently good and at times very good. A teacher with considerable musical expertise teaches the children. The lessons all follow a similar structure, which will be a routine that the children know and understand and feel comfortable with. Lessons are delivered with confidence and all move at a brisk pace. The interest of the children is captured by the variety of activities and singing games. Resources, which are all of good quality, are readily to hand and the children know how to use them and are able to select them appropriately. The organisation of the children by sitting on chairs in circles or semi-

circles is a good strategy for managing behaviour. Another good strategy is the way she outlines expected behaviour prior to the start of the lesson.

- 125 The children listen to music during assembly time and join in with songs in an enthusiastic manner. They sing a variety of songs with religious and celebration themes. Twice a year the school performs for parents and friends in major productions in which music and singing feature strongly. Children who display a good aptitude for the subject are given many opportunities to enhance their skills through keyboard and recorder lessons. There is also a peripatetic teacher who attends but few children are able to take advantage of this service. A school choir sings for Old People's community centres and the shoppers at a big supermarket at Christmas.
- 126 There is a policy and scheme of work for music. The scheme of work is based on a commercially produced scheme for children in aged 7 to 11. All planning is undertaken by the music teacher and thus ensures clear progression and continuity of the subject throughout the school. Resources are very good with a wide range of tuned and untuned instruments. There is also a range of multi-cultural instruments. The teacher has a clear plan for action, which includes raising musical ability through improved singing, introducing more compact disks and music programmes for computers in classrooms and ensuring that the keyboards are given a higher profile within school. The subject is very well led.

PHYSICAL EDUCATION

- 127 There was only opportunity to observe three lessons and consequently there is not enough evidence on which to make a secure judgement on the standards achieved or on the quality of teaching in the subject.
- 128 In the lessons seen the teachers' subject knowledge was secure and there were suitable expectations of children's behaviour and of what they can achieve. The planning of lessons is appropriate with clear learning objectives linked to suitably challenging activities. Teachers set good examples by dressing appropriately for physical education lessons and as a result are able to demonstrate techniques in an effective way. This was exemplified in a dance lesson for children in Year 4 / 5 in which the teacher's expertise effectively developed their ability to move in a variety of ways with a suitable awareness of space. Children show that they are able to plan and perform simple skills safely, and can improve their performance by practice, as was seen in a lesson for children in Year 4 on learning about the effect of exercise on the body. Children aged 7 to 11 have the opportunity to go swimming at Aireville Pool and are trained in accordance with the Amateur Swimming Association Award Scheme. The children show enjoyment and enthusiasm in their activities and pay due regard to the need for safety when using equipment. Children with special educational needs are fully involved in physical educational activities and they also make satisfactory progress. In the case of children who have behavioural problems this is due to the skilful way that teachers manage and organise their lessons.
- 129 The accommodation is good with well-marked out hard surface areas and extensive playing fields. Resources are adequate, in satisfactory condition and well managed. There is a satisfactory programme of extra-curricular activities that enriches the subject curriculum

RELIGIOUS EDUCATION

- 130 Only one lesson was observed during the inspection due to timetabling arrangements. Insufficient evidence within workbooks makes it impossible to judge attainment in this area of children's learning.
- 131 The subject is planned according to the Locally Agreed Syllabus with the new curriculum 2000 units being used where appropriate.
- 132 The school places a heavy emphasis on developing the children's moral behaviour and this is very well done through constant referral to the school's 5C's (care, consideration, co-operation, courtesy and concentration). The main concern of the school is to help children to build and develop ideas about themselves, the world they live in and other people and ideas about God.
- 133 Children aged 5 to 7 are encouraged to listen to one another with courtesy. This is particularly so during 'Circle Time' when children share their values and beliefs about every day life and events. They are encouraged to express how they feel and those listening develop an understanding of their own and other people's views. They learn about the religious festivals and form links when comparing similarities and differences of the major religions of the world. As they progress through the next key stage children study the 'special books' of various religions and make their own. They continue to build their self-esteem when considering why they are special. In Year 6 the children study Hinduism looking at the various Gods and main aspects of the religion. They also study Judaism. There are good links with local churches and the children make visits during their time in the school.
- 134 The teachers plan according to the Locally Agreed Syllabus and this is implemented appropriately. The subject is satisfactorily co-ordinated with adequate resources. There are regular religious education lessons for all classes and daily collective acts of worship, which makes a good contribution to the subject.