

INSPECTION REPORT

CALVERLEY PARKSIDE PRIMARY SCHOOL

Calverley, Pudsey

LEA area: Leeds

Unique reference number: 107826

Headteacher: Mr M Booth

Reporting inspector: Mr Nicolas Hardy
29262

Dates of inspection: 23 – 26 September 2002

Inspection number: 246718

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary

School category: County

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Victoria Street
Calverley
Pudsey
West Yorkshire

Postcode: LS28 5PQ

Telephone number: 0113 2146103

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Appropriate authority: The Governing Body

Name of chair of governors: Councillor Mrs A Carter

Date of previous inspection: 12th June 2000

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
29262	Nicolas Hardy	Registered inspector	Mathematics Art and Design Design and Technology Religious Education	What sort of school is it? What should the school do to improve? The school's results and pupils' standards. How well are pupils taught? How well the school is led and managed?
14404	Alan Rolfe	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
17681	Roger Sharples	Team inspector	Foundation Stage Science History Physical Education	Special Educational Needs
27545	Andrew Scott	Team inspector	English Information and communication technology Geography Music	How good are curricular and other opportunities offered to pupils? English as an additional language.

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Calverley Parkside School is situated in the centre of the village of Calverley, which lies between Leeds and Bradford. The school is similar in size to the average primary school with 209 full time pupils on roll, and 52 part time pupils attending the nursery. Many pupils live in privately owned property with some coming from nearby rented accommodation. The percentage of pupils having free school meals is well below the national average. Most pupils are from a white heritage with a small number of pupils from Indian, Pakistani and Chinese backgrounds. All these pupils are very well integrated into the school and have no difficulties in speaking and writing English. The number of pupils who have special educational needs is well below that seen in most schools. When pupils first enter the school their attainment is above average.

HOW GOOD THE SCHOOL IS

Calverley Parkside is an effective school where pupils of all abilities make good progress to reach high standards in English, mathematics and science. Standards in some other subjects, particularly information and communication technology are not as high. Teaching seen during the inspection was very good in the nursery and reception classes and good in the infant and junior classes. This is good improvement since the last inspection when high levels of unsatisfactory teaching were seen. The leadership and management of the head teacher, subject co-ordinators and governors have improved and are satisfactory.

What the school does well

- The high standards attained in English, mathematics and science by the end of Year 2 and Year 6.
- The working atmosphere in all the classes in the school.
- The positive attitudes and good behaviour displayed throughout the school
- The quality of teaching and learning particularly for pupils under five and in Year 2.
- The quality of support and provision for the pupils with special educational needs.

What could be improved

- Standards in information and communication technology and how pupils use these skills and knowledge in other subjects.
- Pupils achievement in geography, history, religious education, art and design and design technology to match those seen in other subjects and to provide a more interesting and varied curriculum in these subjects.
- The consistency with which work is planned and information is collected and recorded by teachers across the school.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 2000 and although the school was generally effective, pupils were not achieving as well as they could because of weaknesses in teaching. There has been satisfactory improvement since then with very high standards being maintained in English and mathematics and improved standards in several other subjects including science. Teaching has improved and is good overall. The leadership and management of

the head teacher and governors have developed appropriately and the newly established joint review group that monitors improvements in the school and checks on the progress is proving effective. Most issues raised in the last report have been satisfactorily addressed although some progress still needs to be made on the improvement of standards in some subjects.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	All schools			similar schools
	1999	2000	2001	2001
English	C	A	A	A
Mathematics	B	A	A	B
Science	B	A	C	E

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

By the end of the reception class standards are well above average for children of that age. Standards achieved in reading, writing and mathematics at the end of the infants are very high and have been maintained for several years. Standards of the end of the juniors are well above average in English and mathematics and the rate of improvement seen over the previous three years has been greater than that seen nationally. Standards in the national tests taken in 2002 show an improvement in science. The quality of teaching provided has helped to raise the standards in music and physical education and these are above average. Standards in information and communication technology are below expected levels.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy coming to school and most listen and concentrate well.
Behaviour, in and out of classrooms	Good in class and around the school and this is conducive to good learning.
Personal development and relationships	Good. Relationships between pupils and adults are positive and built on respect for each other. There is a need for pupils to be given greater responsibility.
Attendance	Very good. Well above the national average and punctuality is good.

Good attendance ensures that pupils have few gaps in their knowledge and good punctuality lead to prompt starts to lessons. Pupils are enthusiastic and eager to learn and take pride in their work.

TEACHING AND LEARNING

Teaching of pupils in:	Under 5	Aged 5 – 7	Aged 7 – 11
Lesson seen	Very good	Good	Good

The teaching is good throughout the school and very good for pupils in the nursery and reception classes. No unsatisfactory lessons were seen and this is an improvement since the previous inspection. The teaching of English, mathematics and science is sometimes outstanding and the literacy and numeracy strategies have been introduced well. This results in pupil attainment being well above average in these subjects by the end of Year 6. Pupils who have special educational needs are supported well and this allows them to make good progress. Some specialist teaching in music, science and physical education has helped to raise standards in these subjects to above expected levels. Teaching in geography, history, religious education, art and design and design technology is satisfactory but is often uninspired and results in standards that are not as high as they could be. The teaching of information and communication technology is not good enough because many teachers lack the skills and knowledge to teach the subject. The needs of higher attaining pupils are met well, resulting in more than half the Year 6 pupils achieving the above average level 5 in English, maths and science.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall but with weaknesses in information and communication technology and in the study of other countries in geography. Physical education takes too large a proportion of time in Years 4 and 5 and restricts time for some other subjects.
Provision for pupils with special educational needs	Very good. The provision enables pupils to make good progress throughout the school.
Provision for pupils with English as an additional language.	The school works hard to integrate all pupils into all activities in school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory. The provision for pupils' moral and social development is good. Spiritual development has improved since the last inspection and is now satisfactory. Musical and artistic aspects of cultural development are good but more could be provided on different cultures and faiths through geography and religious education.
How well the school cares for its pupils	Satisfactory. Procedures for measuring how well pupils are learning are good, but the school does not record pupils' personal development well enough. There are some weaknesses in the school's child protection systems.

The parents' partnership with the school is largely satisfactory. Parents support the school and are pleased with what is provided. During the inspection few were in evidence in the

classrooms, but they support their children well with homework. Several parents provide support with the schools sporting activities. The quality of pupil reports is satisfactory but targets for what pupils must improve are not always present.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The head teacher and senior staff have ensured that very good results have been maintained in English and maths and been improved in science. The positive ethos of the school has been retained. Progress still needs to be made in some subject areas.
How well the governors fulfil their responsibilities	Satisfactory. The role of governors has been improved since the last inspection through the establishment of the joint review group. This group helps to identify areas for improvement in the school's management and checks on the progress made. There is still a need for governors to check that they meet all their statutory requirements.
The school's evaluation of its performance	Satisfactory. The quality of teaching is now regularly checked. Some analysis of pupils' test results is completed but work remains to be done on assessing the progress pupils make from one year to the next. The monitoring of pupils' progress in subjects other than English, mathematics and science is limited.
The strategic use of resources	Satisfactory. Some improvements in the provision of computers has been made but this has not yet had a positive effect. Good quality support staff and specialist teachers for music, science and physical education have helped raise standards in these areas.

The quality of teaching has been improved since the last inspection. The staff have worked hard to retain the positive working atmosphere of the school. A number of the policies and strategies put in place to help improve effectiveness and raise standards are inconsistently applied across the school.

Staffing levels are appropriate for the size of the school. Accommodation is satisfactory but the reception classroom is cramped and access to the library is restricted. Outdoor play facilities for reception children are inadequate. Learning resources are at satisfactory levels in most subjects although some aspects of information and communication technology cannot yet be taught effectively. The financial management of the school is efficient and the governors ensure that the school receives good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children like school and are making good progress.• The behaviour of pupils is good.• The quality of teaching is good.• The school expects their children to work hard and achieve their best.• The school helps to make children more mature individuals.	<ul style="list-style-type: none">• The amount of work pupils are expected to do at home.• The range of out of school activities.

The inspection evidence agrees with parents' positive views of the school. Inspectors find that homework is provided regularly in most classes but that it could be provided more consistently. While there are extra curricular activities provided these consist mostly of sport and music and could be usefully extended to other areas of the curriculum.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The evidence from the current inspection shows that standards in English, mathematics and science are well above average in both the infant and junior classes. Standards in English and mathematics have been maintained at these high levels during the last three years. In the national tests in science taken in 2001 results achieved by eleven-year-olds were only at national average levels but these were improved in 2002 and currently remain at well above average levels.

2. In the 2001 tests, the last officially published figures, the eleven-year-olds achieved standards well above average in English with more than half the pupils achieving the above average level 5. The quality of pupils' reading was particularly strong and writing standards had been improved. Pupils had made good progress when compared to the results they had achieved as seven-year-olds and performed very well against pupils from similar backgrounds. Results in mathematics were at similar high levels when compared with all schools nationally, but pupils made only satisfactory progress when the results were compared with what they had achieved at the end of the infants. While science results were similar to those seen nationally, pupils made limited progress when measured against what they knew and could do in the infants. Results in science were well below those of pupils attending schools from similar areas.

3. Results in 2002 improved so that now more than half of pupils achieve the more difficult level 5 in English, mathematics and science. Very few pupils failed to achieve the average level 4. This illustrates the good quality of teaching currently seen and the high quality of support received by pupils with special educational needs. Current inspection evidence supports this above average level of achievement for pupils in Year 6.

4. In 2001 the seven-year-olds achieved very high standards in reading, writing and mathematics. When compared to pupils from similar schools, the standards are very high in reading and mathematics and well above average in writing. A much larger proportion of seven-year-olds reach the higher levels in reading and mathematics than do so in writing. Results over the last four years show standards consistently at very high levels. Both girls and boys achieve similar levels. Results from 2002 show that similar very high levels have been maintained, a testimony to the very good teaching provided.

5. Pupils with special educational needs make good progress throughout the school. Targets for improvement are set out clearly in their individual education plans and these are well matched to pupils' needs. Regular reviews are made of pupils' needs and progress against their targets is measured. The small number of pupils who have English as a second language reach standards similar to their peers. The school has an appropriate system in place to identify pupils whose progress is giving concern and in-class support is provided.

6. When children first enter the nursery their initial attainment is a little above that expected for their age. By the time they enter statutory schooling they have made good progress in all areas expected of them. Very good and sometimes excellent teaching in the reception class results in continued good progress with most pupils achieving well above [SNR29]the expected levels for their age. Well before they leave the reception class most pupils are working on aspects of the National Curriculum indicating well above average attainment.

7. The school's targets for English and mathematics at the age of eleven have been set in consultation with the governors and the local authority. Targets are appropriate and based on pupil's prior attainment and provide a good challenge for both pupils and teachers. The results of tests are used in this process but more note of pupil's progress from year to year could feature in these decisions.

8. Evidence from the inspection clearly indicates that pupils achieve high standards in English, mathematics and science. Attainment in music and in physical education is also above that expected and improves as pupils' progress through the school. Although a good start is made in subjects such as geography and religious education this is not maintained in the juniors. This is the result of teaching that is not sufficiently varied, interesting and dynamic in these subjects. Pupils are not given sufficient time to extend their learning through independent study and opportunities to write at greater length are not well developed in all areas. Standards in information and communication technology are below average and result in pupils not having the necessary skills to use computer technology in a wider range of subjects. Standards in many subjects are not as high as those seen in English, mathematics and science.

9. The standard of speaking and listening is well above average. By the age of seven pupils are articulate and confident speakers and use a wide and mature vocabulary. They listen carefully to instructions and respond readily to teachers' questions. Speaking and listening skills are extended satisfactorily in the juniors with most pupils able to make reasoned contributions in class. Further opportunities could be given for pupils to gain experience in discussions on, for example, the [SNR30] environment and pollution. By the end of the infants the standard of reading is very high. Pupils have developed ways of reading unfamiliar words, many recognise punctuation such as speech marks and most read expressively and with understanding. The standard of reading remains well above average by the end of the juniors. Most are independent readers but much of their reading experience is from a narrow range of styles and content and contains too little non-fiction material. In the infants all pupils reach the required level in writing but not enough pupils reach the higher level 3. However writing is usually well organised, spelling and punctuation are good and pupils write about events and ideas expressively. By the end of the juniors the quality of writing is well above average with more than half of all pupils achieving the above average level 5. Pupils experience a satisfactory range of writing opportunities in different styles and formats such as report writing and providing instructions. Spelling is good and most pupils present their work well using a clear writing style.

10. The standard of mathematics is above average throughout the school. By the end of the infants pupils have a very good understanding of numbers to 100 with many able to go well beyond this. Mental mathematics skills are very high with pupils adding and subtracting accurately, doubling and halving numbers to 100 and being able to follow patterns in a series of numbers. They know many two and three-dimensional shapes and describe them using an accurate vocabulary. Pupils' ability to apply the skills they have learned is very good. They collect information and interpret it well in drawing graphs and have developed and can use a wide range of mathematical vocabulary confidently and accurately. By Year 6, pupils explain the strategies they use for solving problems and record their work neatly and accurately using their good mathematical vocabulary. The use of mathematical skills and knowledge to solve everyday problems is a positive feature of the mathematics work in the juniors. By Year 6 many pupils are able to calculate area and perimeter using formulas and understand percentages and ratios. In both infants and juniors pupils have the opportunity to apply their mathematical skills in other subjects. Older pupils use negative numbers in science when studying temperature and measure accurately in design and technology.

11. The current standards in science are similar to those seen in 2002 and an improvement on 2001. By Year 6 pupils understand the meaning of a fair test when they set

up experiments to sort materials. They are beginning to be able to organise their own experiments and record what they do and observe accurately. Throughout the school pupils' understanding develops well because of careful questioning by teachers and the provision and organisation of appropriately resourced activities that now challenge and extend pupils' knowledge and learning.

Pupils' attitudes, values and personal development

[SNR31]

12. Pupils' attitudes to learning are very good[SNR32]. P[SNR33]upils say that they enjoy coming to school. The majority of pupils are interested in what they are doing and take an active part in their learning. They listen carefully to their teachers' instructions, maintain their concentration for appropriate periods of time and are keen and eager to contribute to classroom discussions. For example, in a Year 5 English lesson pupils responded very well and were really eager to contribute ideas and suggestions during classroom discussions. They worked willingly and sometimes without supervision with almost all pupils making good progress in the lesson. Most pupils take a pride in their work and are willing and able to talk about what they have done and explain their ideas[SNR34]. Pupils with special educational needs have good attitudes to work and behave well in lessons and around the school.

13. In the majority of lessons, behaviour is good and on many occasions very good. For example, in a Year 2 English lesson pupils' behaviour was very good because they found the task set by the teacher so very interesting. Concentration was very good for their age. Indeed pupils were so engrossed in their work that they were reluctant to leave their work to take part in the end of lesson discussion[SNR35]. Almost all pupils are aware of what is acceptable and unacceptable behaviour and readily accept the principle of sanctions as an appropriate response to poor behaviour. Generally, behaviour at breaks and lunchtimes is good. Pupils move about the school in an orderly manner and, in the playground, pupils get on well together. Pupils treat school equipment with care and respect and there is no evidence of pupil generated vandalism or graffiti. There is little or no litter around the school.

14. Parents and pupils confirm that bullying is an occasional problem. The school has procedures to enable them to react to known instances of bullying and most instances are quickly resolved. There is no evidence of any sexism or racism and there have not been any pupil exclusions in the last academic year.

15. Pupils make good progress in their personal development. Relationships between staff and pupils are good. So too are relationships between pupils. In lessons, pupils work well in pairs and small groups, taking turns and sharing resources. They listen to and respect the views of other members of the group and sometimes incorporate others ideas into their work. For example, in a Year 1 and 2 PE dance lesson, pupils co-operated well together, sharing ideas and helping each other when developing a country dance sequence, and made good progress in the lesson. The good relationships between teachers and pupils have a positive impact on pupils' learning because it shows pupils that they are expected to treat others with respect. Pupils say that they would readily ask their teachers for further information if they did not understand what was required of them. Pupils have a good understanding of their own faiths and cultures. Their understanding of different people's faiths and cultures in a multicultural Britain is less well developed, and they have had few, if any, opportunities to visit places of worship of religions different from their own[SNR36]. This together with few opportunities to study different countries in geography contributes to a limited understanding of different cultures.

16. Pupils in all year groups show a willingness to take additional responsibilities. All pupils undertake a range of duties as classroom monitors and Year 6 pupils' help to supervise younger pupils at lunchtime. Pupils take a pride in undertaking these tasks and

take their duties seriously. However, pupils have limited opportunities to use information and communication technology or to access the library to extend their own learning because most learning is teacher directed.

17. Overall, attendance is very good, and an improvement on the last inspection. The level of attendance is well above the national average and unauthorised absence is below the national average. Registration is taken morning and afternoon and meets statutory requirements. However, because attendance is viewed as being so good by the school, it has not developed an appropriate strategy for improving attendance still further. [SNR37]

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

18. The quality of teaching was a major issue in the last inspection report with almost one lesson in five being judged as unsatisfactory. This issue was also raised by Her Majesty's Inspector of Schools on their visit twelve months later, because there remained high levels of teaching that failed to provide sufficient challenge for the higher ability pupils. During this inspection there was no unsatisfactory teaching. More than two out of every three lessons seen were good or better with a quarter of all lessons judged to be very good or excellent. Many of these very good and excellent lessons occurred in the infant and reception classes.

19. Teaching is good overall, an improvement since the last inspection. The teaching of children in the nursery and reception classes is very good in almost all the elements that go to make up the foundation stage curriculum, personal and social development, language and literacy, mathematical, creative and knowledge and understanding of the world. Some aspects of physical development are restricted because of limited outdoor facilities. There is a very good policy for early year's education. Teachers' planning is of a very high quality and covers all areas of learning. The activities provide all children with a very good level of challenge and results in interested, eager and highly motivated children. Assessments of children's work are used very well to ensure that work is provided at the correct level and very good records are kept and each child's progress is tracked carefully. The teaching in the infant classes is good especially in Year 2 where very good and excellent teaching was seen. Expectations of what pupils can do are high in the infant classes and this shows in the very high attainment achieved at the end of their time in the infants. In the junior classes there is much good and occasional very good teaching although most of this is concentrated in the upper junior classes. In the best lessons teachers have very good relationships with their pupils and this helps to create an effective ethos for learning in their classes. Where teaching is very good expectations are high and pupils respond well.

20. Teaching of pupils with special educational needs is good and support assistants make sure that pupils understand very clearly what they have to do in each lesson. [SNR39]All pupils are fully integrated into all lessons. There are a small number of pupils who speak English as a second language and these pupils receive good support and are very well integrated into school life. Support assistants are now used well by teaching staff. Pupils' understanding is increased through clear explanation and support staff ensure that pupils focus on the teaching and the tasks given. In some lessons, support staff record the pupils' responses to teachers' questioning and this helps to identify those pupils who are having difficulty.

21. The teaching of English is good overall in the junior classes and pupils are provided with a range of challenging opportunities to develop interesting ideas and ways of writing. Pupils' vocabulary is extended well although opportunities to use this in discussion are not always present. Infant pupils benefit from a richer variety of writing opportunities. Their ideas and the quality of their writing and communication are improved through visits and the wide

selection of stories and literature they experience. The teaching of mathematics, science, music and physical education is good. Sometimes teaching in these subjects is very good, especially when teachers plan well and deliver lessons enthusiastically. Standards have been raised in music and physical education through the employment of specialist teachers. The teaching of history, geography, religious education, art and design and design technology is satisfactory.

22. The teaching of the basic skills in English, mathematics and science is [SNR40]a strength and enables [SNR41]the pupils to achieve very good results in these subjects. Teachers' expectations of what pupils should know and can do are also high in these lessons. Most lessons are appropriately planned with details of what pupils are to learn clearly set out. This is not the case in all lessons and in some subjects such as geography, history and religious education all pupils are expected to complete the same work. Too few opportunities are available for pupils to extend their independent learning because of their below average information and communication technology skills. The limited range of non-fiction books and the restricted access to the library, also contribute to this. The quality of marking is inconsistent and although good in some classes, is not found in every class. Targets for pupils to improve their work have been introduced in English and mathematics but these are often class targets rather than designed to provide guidance for individual pupils. Behaviour management is good but is seen at its best when lessons are lively and interesting. Homework is set regularly in most but not all classes and, where it is given, provides a useful addition to the work done in class. This was seen in a good lesson in Year 4 when pupils had designed chairs at home and the teacher used these as examples to help to raise standards. [SNR42]

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

23. The curriculum of the school is satisfactory. The school is making sensible use of national schemes of work to support teaching. Teachers benefit from the guidance provided in the frameworks of the national strategies for literacy and numeracy and this helps them to teach English and mathematics well. They are beginning to adapt similar schemes for other subjects and this helps ensure that pupils build on what they know as they progress from class to class. The school follows an efficient scheme of work provided by the local education authority for religious education. However the school does not provide the required curriculum for information and communication technology. Teachers are not able to teach elements of the subject such as control technology, monitoring systems and computer simulation. The school is, therefore failing to comply with the statutory requirements of the National Curriculum.

24. The curriculum enables pupils to achieve high scores in national tests, yet it is not always very enriching or stimulating. The school rightly places emphasis on educational visits to such diverse places as Eden Camp and Bagshaw Museum and its residential weeks at Ingleborough Hall and Folkestone. These represent good learning experiences. In day-to-day lessons, however, the curriculum diet is much more mundane. For example there is no strong influence of literature in the teaching of English. When pupils are introduced to Shakespeare's witches their imaginations begin to run riot and very good quality work results. In geography, pupils have only limited views on other cultures and lifestyles. From Year 3 to Year 6 pupils only learn about one other country for half of one term in Year 4.

25. Teachers' termly and weekly planning is sound but not consistent enough. In the best plans, teachers provide considerable detail and note new words and facts that pupils must learn. However there is no set format for planning and this leads to irregularities, particularly

in the level of challenge for groups of pupils. In many subjects like history and design and technology, pupils are not given enough opportunities to investigate for themselves and to learn by trial and error. This does not help higher attaining pupils to achieve results as high as they could be especially in subjects other than English, mathematics and science. The school does not have a policy on gifted and talented pupils. It does not know therefore whether there are any such pupils in the school and how they need to be provided for.

26. The school makes reasonable use of other subjects to promote skills in English and mathematics. Pupils improve their factual writing when producing accounts of experiments in science. They develop their mathematical knowledge when making tally charts in information and communication technology. However teachers do not make the best of all opportunities when for example, missing the chance to improve drawing skills when illustrating aspects of history or geography. Pupils use computers to word process their work in English occasionally, yet do not use religious issues to develop debating skills. Teachers do not give enough time to the teaching of all subjects. In Years 4 and 5 pupils have an excessive amount of physical education, which squeezes the time available for other subjects. This was raised in the previous inspection but has not yet been rectified. In Years 3, 4 and 5 insufficient time is spent on geography.

27. The school has satisfactory links with the community and other schools. A local priest visits the school regularly to lead assemblies. The school choir has performed locally, including at a school for mentally handicapped pupils. There are useful links with local sports clubs. The local group of schools is a valuable resource for staff training and the exchange of ideas and views. A nearby secondary school has recently offered support with resources for information and communication technology.

28. Overall the school makes satisfactory provision for pupils' spiritual, moral, social and cultural development. Provision for spiritual development is satisfactory. This represents an improvement since the last inspection when spiritual development was found to be unsatisfactory. Both moral and social development are good, while cultural development is satisfactory.

29. There is satisfactory provision for pupils' spiritual development. Regular assemblies include the recognition of God and pupils have the opportunity for prayer and thoughtful reflection. There is a positive ethos in the school, pupils are encouraged to respect the views of others and reflect on the impact of their actions on other people. The school actively promotes pupils' spiritual development through the religious education programme and other subjects of the curriculum, including, art, drama, science and music.

30. Provision for moral development is good. Pupils are taught right from wrong and are encouraged to form good relationships with each other. Pupils are involved in the development of classroom rules and therefore develop their understanding of the need for sensible behaviour. The school encourages pupils to support charities that help people less fortunate than themselves, and older pupils choose the charities they wish to support.

31. There is good provision for pupils' social development. Pupils have many opportunities to work co-operatively in lessons and take responsibilities as classroom monitors. Older pupils help to supervise reception pupils at lunchtimes. Residential visits in years 4, 5 and 6, enhance pupils' social experiences and help them to become more mature and responsible. Pupils' involvement in extra curricular activities including inter school events add to pupils' social skills.

32. Provision for pupils' cultural development is satisfactory. The school organises a number of educational visits to places of local interest, such as a local farm, Eden Camp,

Tropical World and Temple Newsam ensuring that pupils have opportunities to study local cultures and heritage. Pupils have some opportunities in music lessons to experience music and dance of other cultures. In religious education lessons pupils have studied the basis of other faiths and religions including Judaism and Islam. However, pupils understanding of different people's faiths and cultures in multicultural Britain is not so well developed.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. The school continues to provide a friendly environment in which pupils feel safe and secure and where they can learn and develop. Staff and pupils are well known to each other and interact well together, both inside and outside the classroom. Pupils are confident that they can approach their teachers should they have any problems, either of a personal or academic nature, and that appropriate support and guidance would be forthcoming. The school has recently appointed a learning mentor to give advice and guidance to pupils to address any problems that have an adverse effect on their learning. Parents and pupils have been made aware of the availability of the learning mentor.

34. The school's health and safety policy meets statutory requirements. Generally, procedures for risk assessment are in place, first aid procedures are good and there are appropriate numbers of qualified first aiders. However, the school has not undertaken appropriate assessments to ensure the safe storage and use of hazardous substances. Overall, arrangements for child protection are unsatisfactory. This is because staff training in child protection is not up-to-date and the school's child protection policy is very brief and does not contain sufficient guidance for staff.

35. The school has satisfactory procedures for monitoring and promoting good behaviour. There is a well-established behaviour policy that clearly sets out the school's expectation of good behaviour and seeks to reward good behaviour whilst holding pupils accountable for poor behaviour. The system of rewards is popular with pupils in all year groups, and at the beginning of each school year pupils are involved in the development of their own class rules. This helps pupils to appreciate the need for sensible behaviour. The school has in place effective procedures to discourage bullying and oppressive behaviour. Overall, the school procedures for monitoring and promoting good attendance are unsatisfactory. Whilst attendance is well above the national average, inspection of attendance registers indicate inconsistencies in use of registration codes. Class teachers are responsible for monitoring absence. However, they are not provided with any specific criteria that define when pupils' attendance is a cause for concern, and there are a small number of pupils who are regularly absent for odd days and no effective action has been taken to improve the attendance of these pupils. The above issues illustrate a number of inconsistencies in the management of the school which, if rectified, could result in a more efficient organisation.

36. The school has good systems for assessing how well pupils' progress. Teachers carry out standard tests at the end of each year in English and mathematics and they analyse the results. This tells them which pupils would benefit from extra support to attain higher levels. The school has an efficient means of tracking pupils' results in tests over time. This enables teachers to predict what scores pupils may achieve by the age of eleven. It also serves as an alert mechanism for pupils who for some reason are not achieving as well as they should. The school does not have a system for identifying gifted and talented pupils.

37. Other systems are less formal but nonetheless effective. Teachers have recently introduced tests at the end of topics in most other subjects. This is useful in monitoring the progress of individual pupils but does not have much influence on the way in which teachers plan their lessons. Teachers gain a good knowledge of pupils by observing how they cope

with new learning, sometimes jotting down informal notes to guide their planning. This enables teachers to focus support and resources in the right place. Some teachers set targets in some subjects to help pupils concentrate on areas where they need to improve. These targets are usually whole class targets and do not address the needs of individual pupils. In their present form the targets have little value. The setting of targets is inconsistently applied across the school and is unreliable because not all teachers use them.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

38. Parents have very positive views of the school. The school has maintained its good partnership with parents identified at the time of the last inspection. Approximately 59 per cent of parents returned the questionnaire and 39 parents attended the parents' meeting. The majority of parents are pleased with the progress their children make in their learning, the quality of teaching, the good standard of behaviour and the expectation that their children will work hard. Parents also indicated that their children enjoyed coming to school, that the school is helping them to become more responsible and mature and the school is well led and managed. Evidence from the inspection mostly confirms these positive views of the school. A minority of parents expressed concerns about the lack of extra curricular activities. Inspectors consider that the school provides an adequate although limited range of extra curricular activities for older pupils but little for younger pupils in common with most schools.

39. Overall, parents' involvement in their children's learning is satisfactory. Only a few parents help in classrooms. A small group of parents and grandparents regularly help to supervise pupils swimming and accompany pupils on school trips. Many parents help their children at home with reading and learning spellings and tables. There is a thriving Parents Teachers Association that is very active in arranging social and fund raising events. They have raised substantial funds that have been used to improve facilities and learning resources that have had a positive impact on pupils' learning.

40. Overall the quality and range of information provided for parents is satisfactory. The school brochure and annual governors' report provide a wide range of information about the school and its activities. Regular newsletters and letters about specific events, including topic information, ensure that parents are aware of current school issues. Pupils' annual reports have improved since the time of the last inspection and now contain comments about all curriculum subjects. Reports relating to mathematics, English and science give a clear indication of a pupil's progress. However, reports relating to other subjects of the curriculum, for example, history, geography and religious education do not contain sufficient information on pupils' attainment and progress, often being restricted to one very brief comment. Parents are invited to two parents' evenings each year and are given the opportunity to discuss with teachers the contents of their children's annual report. Attendance at these meetings is very good.

41. The school has very good arrangements to involve parents of pupils who have special educational needs in the development and review of their children's individual educational plans.

HOW WELL IS THE SCHOOL LED AND MANAGED?

42. Leadership and management of the school are [SNR55]satisfactory and this is an improvement on that seen in the previous inspection. Most of the issues raised in the last report have been addressed although some of these have received greater attention than others. Issues such as the level of challenge and stimulus in subjects such as geography,

history and religious education remain to be fully addressed. Teachers' subject knowledge and understanding in some areas such as information and communication technology and art are also in need of improvement but the school has planned training to meet these needs. Issues raised following Her Majesty's Inspector of Schools visit which included the improvement of teaching, the re-organisation of the teaching day and more effective use of support staff have also been tackled with some success. However not all policies and systems that have been put in place are consistently applied across the school, for example, in teachers' planning, in the recording of pupils' progress and in the marking of class registers.

43. The roles and responsibilities of senior staff and co-ordinators have been more clearly defined and include checking the quality of planning and teaching. Limited progress has been made in some subjects in developing useful action plans designed to help raise standards. These include design and technology, art and information and communication technology. The quality of teaching has been improved through the development of an effective system to check how good the teaching is. This has involved regular, recorded visits to classrooms by the head teacher and other teaching staff together with representatives from the local education authority. The previous inspection report praised the good attitudes and behaviour of pupils and this continues to be a notable feature of the school. The head teacher and staff have worked hard to maintain the existing high standards in English and mathematics and have improved standards in science and now ensure that a greater level of challenge is provided in these subjects. This results in more than half of all Year 6 pupils achieving the above average level 5 in each of these subjects. Standards are not so high in many other subjects in the curriculum.

44. The governing body is now more effective in carrying out its duties. A joint review group consisting of school staff, governors and representatives of the local education authority meet regularly to examine priorities for school development and to check on the progress made. Governors now ask for and receive useful information that enables them to have a greater understanding of school issues and to be involved in decision making. They are more aware of the strengths and weaknesses of the school and are able to usefully offer their wide range of skills and experience. This is particularly so in financial matters. Governors help in the development of the schools improvement plan. This is a useful document although it does not yet contain costs in some areas. Currently governors do not keep sufficient check on their statutory duties.

45. The policies and procedures for managing the performance and training of staff are satisfactory. All staff are involved and have targets that reflect their own professional needs and those of the school. The head teacher has introduced satisfactory procedures for helping and supporting teachers in their first year of teaching although support staff and other new members of staff are not so well catered for.

46. Sound procedures are in place for the financial management of the school. The governing body keeps a careful check on expenditure and is well informed about getting value for money. Current balances are higher than recommended but the head teacher and governors recognise this and have plans in place for the improvement of the fabric of the building and pupils' education. Office systems are in place to help in the efficient running of the school.

47. Effective use is made of teaching and support staff. The governors have employed part-time teaching staff to fill gaps in teacher expertise, for example in music and science, and this is helping to raise standards in the school. This improvement can also be seen in physical education where pupils benefit from both staff expertise and from that provided by outside organisations. Additional support staff have been employed and are an important

resource for the school and help to ensure that pupils with special educational needs make good progress. Accommodation is satisfactory in most respects although the classroom occupied by the reception class is small and there is no space to allow pupils to experience outdoor social play. Although nursery staff work very hard to provide an exciting and interesting environment the nursery unit is in need of decoration. Access to the library is restricted because it forms part of the school hall and is used for physical education and for dining. Governors have ensured that teachers have enough learning resources to meet the needs of most subjects. Resources for information and communication technology have improved but more needs to be done if pupils are to have opportunities to use their skills in other subjects

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

48. In order to raise standards still further the headteacher, governors and staff should:

Raise the standard of pupils' information and communication technology skills and their use in subjects across the curriculum by:

- Improving staff knowledge and understanding of the subject through a comprehensive training programme.

- Improving the quality of the teaching of skills pupils require to be able to access a wide range of information.
- Increasing opportunities for pupils to use information and communication technology to increase their research skills and to support their learning in other areas of the curriculum.
- Allowing pupils to use e-mail facilities to broaden their social skills and their understanding of the lives of children in other parts of the country.
- Improving pupils' knowledge and understanding of the control, monitoring and simulation areas of the curriculum and to be able to apply these to other areas of the curriculum.
- Extending the range of material available to teachers so that information and communication technology can become an integral part of a majority of lessons.
Paragraphs 8; 100-105

Raising the standards in geography, history, religious education, art and design and design and technology to match those seen in other subjects and to provide a more interesting and varied curriculum in these subjects by:

- Improving the quality of planning and delivery for these subjects.
- Using a greater range of methods to raise pupils' interest.
- Using texts and information from geography, history and religious education as an important part of the literacy hour.
- Increasing pupils use and understanding of literature across other subject areas.
- Ensuring that all subject areas are overseen by a well-motivated co-ordinator who will raise the profile of the subjects.
- Ensuring that each subject receives its correct allotment of time to ensure appropriate coverage and monitor this rigorously.
- Ensuring that each subject co-ordinator develops an action plan so that they will know the important areas for development of their subject.
- Developing tracking and recording systems to monitor pupils' progress in these subjects and use these to set targets for improvement for individual pupils.
Paragraphs 8; 42; 85-88; 89/90; 91-96; 97-99.

Improving the consistency with which work is planned and information is collected and recorded by teachers across the school by:

- Ensuring that there is a uniform system of planning which draws upon the best practice in the school.
- Developing an agreed system to create targets for improvement for individual pupils especially in English, mathematics and science and to review these regularly.

- Rigorously monitoring all the systems that have been established in the school to ensure that all staff comply with what has been agreed.
- Ensure that all teaching and support staff receive appropriate training in safety and care procedures.
Paragraphs 24; 37; 42.

The following less important weaknesses, not included as a key issue for action should be considered by the school.

- The provision of a suitable play area for children in the reception class.
- Ensuring that staff training in child protection is up-to-date and is supported by an appropriate policy document giving suitable guidance for all staff.
- The development of an appropriate policy for the improvement of pupil attendance.
Paragraphs 47; 34; 17

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	43
Number of discussions with staff, governors, other adults and pupils	23

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	8	18	13	0	0	0
Percentage	7	19	43	31	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than three percentage points.

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)	25	209
Number of full-time pupils known to be eligible for free school meals	0	8

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	1	13

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	4.3%
National comparative data	5.6%

Unauthorised absence

	%
School data	0.0%
National comparative data	0.5%

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	13	19	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	13	13
	Girls	19	19	19
	Total	32	32	32
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	13	13
	Girls	19	19	19
	Total	32	32	32
Percentage of pupils at NC level 2 or above	School	100 (93)	100 (96)	100 (100)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	15	16	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	14	15
	Girls	16	15	15
	Total	29	29	30
Percentage of pupils at NC level 4 or above	School	94 (100)	94 (97)	97 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	14	14
	Girls	16	16	16
	Total	29	30	30
Percentage of pupils at NC level 4 or above	School	94 (86)	97 (90)	97 (93)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	172	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British – Indian	4	0	0
Asian or Asian British – Pakistani	2	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	1	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, 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)	9
Number of pupils per qualified teacher	23
Average class size	30

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	193

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26
Total number of education support staff	1
Total aggregate hours worked per week	32.5
Number of pupils per FTE adult	13

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	3.7
Number of teachers appointed to the school during the last two years	2.8

Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.8
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
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	£
Total income	519,590
Total expenditure	513,697
Expenditure per pupil	1983.39
Balance brought forward from previous year	40,610
Balance carried forward to next year	46,500

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	209
Number of questionnaires returned	152

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	34	1	1	1
My child is making good progress in school.	56	39	2	0	3
Behaviour in the school is good.	53	43	1	0	3
My child gets the right amount of work to do at home.	36	41	13	0	11
The teaching is good.	63	32	2	0	3
I am kept well informed about how my child is getting on.	36	51	8	1	3
I would feel comfortable about approaching the school with questions or a problem.	68	26	5	1	1
The school expects my child to work hard and achieve his or her best.	64	32	3	0	2
The school works closely with parents.	40	48	9	2	1
The school is well led and managed.	55	36	1	3	5
The school is helping my child become mature and responsible.	53	38	2	1	7
The school provides an interesting range of activities outside lessons.	28	47	16	3	6

Other issues raised by parents

Other issues raised by parents are included in the main text.

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

49. The provision for pupils in the nursery and reception classes is very good overall and at similar levels to that seen during the last inspection. Children join the nursery class on a part time basis at the beginning of the year in which they are four years old. When they finish in the nursery some of the pupils transfer to a neighbouring school and the others continue in the reception class until they are five years old. At the time of the inspection a new group of pupils were entering the nursery. This is organised on a 'staggered' intake with a small number of pupils being introduced to the nursery each week. This system is very successful and allows the children more time to adapt to the nursery and gives staff a chance to develop a closer working relationship with the individual pupil and their parents.

50. Children make very good progress in all areas of their learning both in the nursery and in the reception class. Their attainment is well above that expected for their age by the end of the reception year. Many of the children exceed the targets in the Early Learning Goals that are set nationally for this age group, and more able pupils receive a very good level of challenge which enables many of them to experience work suitable for older pupils.

51. The very good levels of attainment and progress are due to the combination of the often exceptional quality of planning, the extremely interesting activities provided and the very good and sometimes excellent teaching. In the reception class the detailed planning of activities linked to a 'Woodlands' topic were outstanding and were reflected in the high level of interest and effort that children applied to their learning. The positive effect of the teaching and planning on the children's attainment was significant despite the limited classroom space in both the nursery and reception classes and the absence of any suitable outdoor play for the reception children.

Personal, social and emotional development

52 At the time of the inspection the children had been in the nursery for only a short period of time. However they were well settled and were very keen to explore the wide range of activities. They were aware of the need to take turns and help one another; for example two children assisted each other in filling the bun cases with mixture in a baking session. They were encouraged to wash up as a group. The teacher and the nursery nurse were constantly ensuring the children were involved and were encouraged to join in with others. The focus of the successful teaching for the beginning of the children's time in the nursery was on their personal, social and emotional security. By visiting the home before the children commence school the staff developed this feeling of security. The children were happy to leave their parents at the beginning of the session. When playing in the outside area a group of children displayed real pleasure in helping one another to fill toy trucks with gravel. In the nursery and reception classes, staff provided the children with positive and appropriate praise and encouragement for their efforts. One child even praised the nursery nurse by presenting her with a stamp for 'being a good girl'. In the reception class the excellent teaching in an English lesson created a happy, relaxed yet focused atmosphere, which ensured the children developed a positive attitude towards their learning and a high degree of concentration. In this lesson the pupils were transfixed by the wonderful manner in which the teacher told the story.

Communication, language and literacy

53. The high quality of the teaching in the nursery and the reception class resulted in all the children making very good progress with the majority of children exceeding the targets for their early learning. The children were eager to engage in conversations with adults and their friends. A child in the nursery told the teacher that he saw lions and tigers on a visit to a safari park. They were confident when speaking to adults; for example a new child in the nursery described accurately the colours and the pattern she was painting. The staff in the nursery and reception classes provided a good range of well-structured activities that encouraged the development of the children's communication skills. For example the children in the nursery and reception were made to think about the content of stories through the use of skilfully asked questions when being read to by staff. They were keen to answer the questions that were posed, by counting the number of chicks in the picture of the book.

54. The children were captivated by the stories and were developing the ability to listen carefully to the text. In the reception class the teacher was very successful in promoting all the children's understanding of initial sounds, for example asking questions such as 'What do you notice about Emily and Edward?' The teacher encouraged the children to read along with her, even pronouncing words such as 'feathers' and 'house'. The very detailed records of pupil development in the nursery and reception class showed that the majority of children achieved above the expected levels in reading by the age of five years old.

55. Older and more able children were able to write their first name. By the end of reception a more able pupil could compose sentences when writing independently. In the nursery plenty of opportunities were provided for the children to develop early pencil skills and control, for example children were encouraged to use crayons and paper for mark making and drawing. Parents, if they wish, could take home letter formation activities to practise with their children

Mathematical development

56. There were well-structured practical activities that allowed the children to develop an understanding of number, shape, size and weight. In the nursery the very good teaching during a baking session encouraged the children to think about quantities of ingredients and how weighing scales were used to measure the amount of flour to make buns. They estimated how much mixture had to be spooned into the bun cases and were asked to count the number of buns to be cooked. Children could count accurately to 5 when threading beads to make a necklace and recognise a circle as they painted a picture of the sun. They understood the concept of large and small boxes as they constructed models of buildings and there were plenty of chances to develop the understanding of capacity as they played in the water and sand trays. In an excellent mathematics lesson in the reception class the teacher used the shape of a square drawn on the playground and a parachute to imaginatively develop the children's understanding of the properties of these shapes. The children compared the length of their strides against a metre stick in order to measure the length of the sides of the square. They were able to state that the coloured segments of the parachute were similar to the shape of a triangle. By the end of the reception year all children had made very good progress in their mathematical development with the more able finding the total of sums of money, for example $7p+3p+9p$, measuring in centimetres and dividing 18 by 2.

Knowledge and understanding of the world

57. There were very good creative and practical opportunities made for the children in the nursery and the reception class to enable them to develop their knowledge and understanding of the world. In the nursery a child used the design of a mask found on the computer to influence a design and was confident in using the mouse and the keyboard. A glass tank containing caterpillars and butterflies fascinated the children and they spent time observing how the caterpillars moved. In a baking session the children appreciated the difference between hot and cold when using the oven and understood the need to wash their hands before mixing the ingredients.

58. The exceptional topic work based on the study of 'Woodlands' in the reception class was planned in great detail to enable the children to develop a range of skills and concepts in many areas of their learning. The children understood that there were different animals, such as a squirrel and badger, they listened to stories about the owl, and counted using acorns and pine cones.

Physical development

59. For children in the reception class the opportunity for free play was limited because of the lack of access to an appropriate area and suitable equipment. In a good physical education lesson the children developed a range of gymnastic skills. They showed good co-ordination as they moved around the hall and could select the correct coloured hoops when told to stop. They could produce a simple sequence of movements using a method of travelling and a well-controlled balance and could transfer these movements from the floor onto a gymnastics bench. The gymnastics coach who taught the lesson insisted that the children performed to a high standard.

60. In the nursery the children were presented with a range of activities to enable them to develop skills such as threading beads, painting and drawing. To develop their physical skills the children had an outside play area with a variety of wheeled toys, large construction equipment and a painted roadway. There was no covered outside area for the children to use when it rained and this restricted this type of play, particularly when the limited space in the classroom was also taken into account. The equipment was set out each day and used at playtime or as part of a lesson. Considering the limitations imposed by the lack of adequate facilities, the children made satisfactory progress because of the good, imaginative teaching.

Creative development

61. There were very good opportunities both in the nursery and in the reception class for the children to develop their creative skills. Alongside the very good teaching this led to the children making very good progress and exceeding the expected standards by the end of the reception class.

62. Children in the nursery enjoyed the range of activities that were structured to encourage them to play imaginatively. The staff joined in and encouraged the children as they dressed up and pretended to cook meals and make drinks. They talked to and encouraged the children to explain their paintings and celebrated the good work they produced, for example, a model made from boxes and the production of a carefully painted pattern.

63. In the reception class the children produced some very high quality examples of weaving and observational drawings based on the 'Woodland' theme. They showed

exceptional skills when drawing pictures of owls and badgers using pastels and chalk. The staff encouraged the children to appreciate the efforts of others. The children enjoyed a singing lesson in the hall and enthusiastically joined in action songs such as 'You are happy and you know it' which showed the good development of rhythm.

ENGLISH

64. Pupils' standards are well above average throughout the school. By the ages of seven and eleven, pupils are very competent in speaking, listening, reading and writing. This shows that high standards have been maintained for pupils in the infants and that attainment has improved appreciably in the juniors since the last inspection. The improvement has been achieved by a better quality of teaching, a better program of work and the school's concentration on preparing all pupils for the national tests.

65. By the age of seven, pupils' attainment in speaking and listening is well above expected levels. Pupils have very good powers of concentration, which means that they listen intently in lessons. Teachers encourage this by explaining what they are to learn very clearly to pupils and maintaining a brisk pace to lessons. Most pupils have a very good vocabulary, which helps them absorb new learning quickly. In a Year 1 lesson, pupils could readily recall key events of *The Dark Tale*, a mystery story. Pupils' speaking is confident and accurate. In Year 1, pupils can refer to an owl as nocturnal and, in Year 2; pupils can suggest words for magic recipes like 'sprinkle' and 'scrape'. By the age of eleven, pupils listen very effectively, especially when teaching is lively and interesting. In a Year 5 lesson, for example, pupils clearly appreciated the need to think up imaginative ideas for a poem. Listening is not always so good when the teaching is uninspiring, particularly when teachers talk too much. Pupils are articulate and have a good vocabulary. One Year 6 pupil was able to describe the technique of leaving readers of a book in suspense as producing a cliff-hanger. Lower attaining pupils in all classes, including those with special educational needs, have similar skills to other pupils but not such a broad vocabulary. Higher attaining pupils have stronger skills. Pupils in Year 4, for example, are able to explain what personality means.

66. By the age of seven, pupils have impressive skills in reading. They can read familiar text confidently and understand it very well. One pupil, for example, chuckled as he read an amusing tale. Most pupils are starting to deal with unfamiliar words but do not quite have the skills yet, unlike higher attaining pupils. These pupils are very skilful, can handle new words like 'photograph' and 'diagram' and enter more into the spirit of reading, as when reading dialogue. By the age of eleven, pupils maintain high standards. They become fluent and expressive readers, who understand how words are used for effect. When reading a dialogue, one pupil in Year 6 was quite emphatic when he encountered, 'Yes, I do!' Lower attaining pupils are diffident readers and their expression can be muted. On the other hand, higher attaining pupils possess considerable confidence and a vocabulary to match. In general, older pupils do not have a very wide range of reading. They tend to prefer stories about fantasy, football and adventure, and do not read non-fiction books and classic novels enough.

67. Pupils write very well by the age of seven. Teachers give pupils the opportunity to write in a great variety of contexts. As a result, pupils not only write stories effectively, but also simple poetry and descriptive facts, like a wanted poster! The structure of their writing is especially good. They produce precise sentences, correctly spelt and punctuated for the most part. They sequence sentences sensibly; only lower attaining pupils, and those with special educational needs find it hard to organise their thoughts at times. Nevertheless, all pupils can be expressive. One lower attaining pupil in Year 2 described the sky as having 'a

few fluffy clouds'. Other pupils can produce some fine ideas. One pupil in Year 2, when referring to a giant, said, 'his sneezes have made lakes'. It is a similar picture for pupils in the older classes. The teaching of drafting and re-drafting stories helps pupils to create a strong framework for their writing. This in turn helps them to begin to organise their stories, for example, into paragraphs. Spelling remains strong for all but the lower attaining pupils, although expression is safe, rather than adventurous, for the majority of pupils. One Year 6 pupil relied on the familiar line 'I felt a shiver run down my spine' for effect, whereas higher attaining pupils are more thoughtful. 'A tall, thin shadow ran past the alley,' one wrote.

68. The quality of teaching is good. Teachers have a good rapport with their pupils, which encourages very good attitudes to work and good levels of behaviour. They generate pupils' interest by exciting their imagination and involving them in fruitful discussion. For example, one teacher encouraged pupils in Year 3 to appreciate how to scan a newspaper for items of interest, which resulted in high levels of concentration. Teachers have high expectations of their pupils. In Year 6, a teacher expected pupils to use terminology like subordinate clauses when describing sentences, and know what it meant.

69. Teachers provide challenging opportunities in learning. Brainstorming ideas for a poem helped pupils in Year 5 to be as imaginative as possible. However, the challenge can be too much on occasions. Lower attaining pupils in Year 4 struggled to understand some of the vocabulary in an extract from Harry Potter shared with the whole class. Teachers set tight deadlines for activities in lessons. This keeps pupils on task and gives them a sense of urgency. Teachers make good use of classroom assistants. In Year 2, for example, the assistants supported lower attaining pupils sensitively as well as noting down how well they had learned. Teachers praise pupils sensibly in lessons and when marking, so pupils feel good about their work. However, teachers are not usually objective enough in their comments, with the result that pupils are unclear about what they need to do to improve. This is not always the case. One teacher was not happy enough with a phrase from a pupil in Year 2 when describing something being cooked 'until it goes dark'. The suggested improvement, 'until it turns a dark brown colour', provided the pupil with a valuable new expression.

70. Teaching is stronger for pupils in Years 1 and 2 because teachers provide richer opportunities in the curriculum. For example, they use school visits to promote ideas for writing. As a result, even pupils in Year 1 can write clearly about a trip to Tropical World. The sheer volume and variety of writing that Year 2 pupils generate, from poetry to posters, from book reviews to recipes, mean that pupils can gain great versatility in their writing. However, teachers throughout the school do not enrich the learning of language enough through good quality literature, for example, stimulating visitors and other school subjects. Teachers use subjects like history and geography to practise writing factually, and sometimes word-process their writing. Teachers do not, however, use these subjects enough within English lessons to help pupils learn in context, such as a biography of a famous artist or a historical drama.

71. The school has done well to improve the subject since the last inspection. Teaching has certainly improved and teachers are more conscious of the need to provide enough challenge, especially for older pupils. The co-ordinator has had more opportunity to observe colleagues in action and so be aware of what is good and not so good about the subject. One consequence is the further development of the home-school link to promote reading. The school regularly assesses pupils' progress and analyses test results to focus teachers' attention on weak areas. However, there is an inconsistent approach to assessment. There is no common format in the school. As a result, teachers adopt their own system, which is variable in effect. For example, some teachers have adopted a target-setting system in English and mathematics and some have not. It is a similar situation with the planning of

lessons and helps to explain why teaching is not uniformly of high standard across the school.

MATHEMATICS

72. By the end of Year 2 standards in mathematics are very high when compared to all schools nationally. Results from 2001, the most recent officially published figures, also show very high standards when compared to those seen in other similar schools. Pupils in Year 6 attain standards that are well above those seen nationally and when measured against schools taking pupils from similar backgrounds. The school has successfully maintained this level of very good results for several years in both age groups. An examination of pupils' past work shows that good attention is paid to all aspects of the mathematics curriculum and pupils are given many opportunities in mathematics lessons to use and apply their skills. Pupils with special educational needs receive good support and make good progress. There are no significant differences between the results of girls and boys.

73. At the time of the inspection pupils had only just moved into Year 2 but already they are confident and accurate in counting in 10's to 200 with many able to add and subtract 10 from a given number. Mental addition and subtraction skills are very good with many pupils able to provide two numbers that, when added or subtracted gave the answer of 32, for example $32 = 24 + 8$ and $32 = 40 - 8$. Pupils know the names of two and three-dimensional shapes and draw accurate graphs from information they collect. By the age of eleven pupils have a good understanding of multiplication and division and use this knowledge well when completing calculations of decimals. They understand how to calculate percentages and use formulae to calculate perimeter and area. Skills in estimation are well developed and pupils use a wide mathematical vocabulary confidently and accurately to explain the methods they use when working.

74. The quality of teaching in mathematics is good overall with some examples of very good and excellent teaching seen in both infant and junior classes. Teaching has improved since the previous inspection and no unsatisfactory lessons were seen. The quality of mathematics teaching is checked regularly and a written record of visits is kept. The progress that pupils make in the infants is very good and teaching is particularly strong in Year 2. An examination of pupils' work and school assessment information shows that pupils make steady progress in the lower juniors before progress accelerates again in Years 5 and 6. This is partly due to changes in staff but also because some pupils do not always receive work that fully meets their needs. The school has recognised this and is taking action to correct this. Care is taken to ensure that all the areas required to be studied in mathematics are covered. A careful analysis of pupils' answers in national tests is completed so that teachers know what pupils have learned well and what needs to be improved. Not only are pupils number skills well above average but good attention is also paid to pupils understanding of shapes and their properties as well as the drawing of graphs and the use of information gathered from these.

75. In the very good and excellent lessons teachers have planned well and pupils know what they learn by the end of the lesson. These lessons begin with well-organised and planned mental mathematics sessions that check on what pupils have learned previously. Expectations are high and pupils know they must work hard and behave well. Teaching is brisk and lively, pupils are interested and there is a good balance between the time spent on teaching and the time pupils have to complete their tasks. In the excellent lesson seen in Year 2 pupils were challenged to double numbers. The teacher skilfully involved all pupils, asking questions that involved those who found mathematics more difficult before asking questions that challenged the more able. These pupils were able to double numbers using

hundreds, tens and units. In a very good lesson seen in Year 5, pupils were able to mentally calculate equivalent fractions before improving their skills in using calculators to convert their answers into decimal fractions. Although the teaching in the mathematics lessons seen was at least satisfactory, there were some inconsistencies. This included for example, the quality of planning, which did not always clearly show what the different ability groups in the class would be learning. The quality of marking also varied. Teachers' comments on pupils' work did not always help to raise standards and, while some teachers set targets to improve work, many of these were general class targets, rather than ones designed to focus on individual improvement.[SNR70]

76. Teachers have introduced the National Numeracy Strategy very well. Time is given in each lesson to the improvement of pupils' mental mathematics skills and most teachers use this session well to check on what pupils know and can do. Pupils listen attentively during lessons and settle quickly to their tasks. Teachers' questioning is usually good and they provide clear explanations. In most lessons, what pupils will learn is shared with them. This gave pupils a clear understanding of what they will be expected to know. Most work provided for pupils is set at a suitable level but in a small number of lessons the work given does not fully extend the most able pupils.

77. Information and communication technology plays a small part in improving pupils' mathematics. In many lessons pupils are using computers but often it is because they are there rather than because they are extending pupils' mathematical skills. Mathematical skills are used satisfactorily in science where pupils look at negative numbers when measuring temperature, in geography when using co-ordinates to find location and in design and technology when measuring accurately.

78. Teachers regularly test what pupils know and can do. Support staff record pupils answers in mental maths sessions and progress tests are regularly given. National and optional end-of -year tests are also given. These are analysed but the progress made by individual pupils is not always tracked accurately. Tests given at the end of Years 2 and 6 are studied to identify strengths and weaknesses in teaching but this is not yet carried out for other tests.

79. The co-ordination and leadership of the subject are satisfactory. The co-ordinator has been recently appointed and improvements are beginning to be made to the planning, teaching and resourcing of the subject.

SCIENCE[SNR71]

80. By the end of Year 2 standards in science are very high when compared with those of pupils from other schools. Currently pupils in Year 6 produce work that is well above average. In the 2001 national tests the results achieved by Year 6 pupils were similar to those seen in schools nationally. They were however, well below those of pupils from similar schools. However the results of the 2002 results will show a considerable improvement and this is substantiated by the evidence of the standards of work seen during the inspection. Teaching is now more effective and better focused because of the introduction of detailed curriculum planning and teachers being able to follow a suitable scheme of work. The co-ordinator has identified a more effective use of investigations as a means to raise standards and although this development needs further refinement, the outcomes are having a positive effect on the pupils' learning. The very high standards in all areas of science achieved over the previous four years in the infants have been[SNR72] maintained at very high levels in 2002.

81. In Year 1 and 2 pupils made good progress because much of their work is focused on practical investigation and observations. In Year 1 pupils explored the waterproof qualities of different materials. They recorded their findings and drew their conclusions from this information. They understood and could describe the difference between animals and human beings and explain the way we use our senses. By the end of Year 2 pupils were aware of the requirements for a healthy life style. More able pupils could describe the meaning of a balanced diet. They understood that healthy living is a combination of eating the correct foods and taking regular exercise. They conducted a practical activity of running on the spot to show the effects of exercise on their leg muscles and their heart beat.

82. Pupils from Year 3 to Year 6 make satisfactory progress. In Years 4 and 6 the good teaching is having a positive effect on the pupils' development of being able to predict the outcomes of an investigation and in their understanding of what factors need to be controlled in order to conduct a fair test. Year 4 pupils are developing a good knowledge of the methods of separating different solids, such as sand, salt and paperclips and by Year 6 pupils are understanding that the temperature of water has a direct effect on the rate that sugar will dissolve. When talking to pupils in Year 6 they show a sound understanding and knowledge of a wide range of scientific facts that they have studied during their time in the school.

83. The teaching is good overall with very good teaching in Year 6. In practical investigations the resources are well prepared. The teachers use good ongoing questions to maintain the pupils' interest and concentration. The pupils respond positively to the group work in practical lessons. They discuss the possible outcomes of the investigations with the rest of the group in a responsible and mature manner and show a willingness to listen to the opinion of others. The work is well structured to meet the needs of all pupils and because of this pupils with special educational needs make good progress. The more able pupils could be challenged even more if they were presented with more opportunities to further develop their independent research skills. The co-ordinator has recognised the need to make more use of computers in lessons and is aware of the need to obtain more relevant programmes to support the areas of learning.

84. The school is using a system of assessing pupils' achievements that is linked with a nationally recognised scheme of work. This requires further development in order to identify the needs of individual pupils and to plan targets that challenge the more able pupils. The co-ordinator is beginning to use this information to identify strengths and weaknesses in teaching and learning. The present focus is to develop a more consistent approach to the teaching of practical investigations across the year groups.

ART AND DESIGN

85. The attainment of pupils at the end of Years 2 and 6 is in line with what is expected for their age but could be higher given pupils' achievement in other subjects[SNR74]. This shows an improvement from the standards seen at the time of the last inspection, especially in the juniors. A suitable scheme of work has now been put in place and this is helping teachers to plan and teach many of the necessary skills. This is particularly so in the development of observational and painting skills but less so in the development of pupils' skills in creating three-dimensional work.

86. From their time in the reception class pupils are taught to look carefully at what they want to draw. They use a satisfactory range of art materials including paint, pastels and charcoal and, by the end of Year 2, control these well. Pupils examine the work of famous artists and produce work in the style of van Gogh, many using pastels skilfully in their observations of sunflowers. By Year 6 pupils are able to produce portraits in the style of

various famous artists using a wider range of materials to create the desired effect. These include string, foil card, fabrics and a variety of papers. An appropriate artistic vocabulary is developed and many pupils use this confidently when discussing their work. Pupils' [SNR75] understanding of art and the work of artists, continues to be developed satisfactorily and older pupils are aware of the work of Klimt, Hockney and Lowry. Older pupils recall working with an artist to create a banner for the schools centenary but there have been no similar recent experiences. There are opportunities for pupils to use Information and Communication Technology to extend their experience and pupils produce effective pictures of trees and landscapes.

87. The quality of teaching is satisfactory but not all teachers have the knowledge and confidence to help pupils to improve their work. This results in some work that is not as good as it could be. Where the quality of teaching is good however pupils produce work that is thoughtful and of a high quality. In such a lesson in Year 4 pupils produced good quality imaginative designs for chairs, drew these carefully and were beginning to construct them from a variety of suitable materials. In the lessons seen during the inspection pupils were taught to look carefully at what they were to draw and paint. They were able to discuss their work and suggest how it could be improved. Pupils with special educational needs make similar progress to other pupils. In some lessons skills were taught but some pupils remain uncertain how to create some simple effects. Art sketchbooks are in use but are not yet used effectively to raise standards and increase pupils' knowledge.

88. Pupils enjoy art and respond positively to what they are asked to do. Much of their use of art is as an addition to other subjects, for example to illustrate a poem or draw a Tudor house. These opportunities do not always add positively to their artistic experiences and skills.

DESIGN AND TECHNOLOGY

89. Because of curriculum arrangements no design and technology lessons were seen and no judgement can be made on the quality of teaching. Pupils' work from the previous year was examined and pupils were interviewed. This indicates that standards and the range of experiences now provided in design and technology have improved and are now satisfactory. Improvements have been made to the scheme of work and this is providing useful guidance to aid teachers' planning. Design and technology has not been a high priority on the school's improvement plan and procedures for assessing pupils' work formally are not yet well development.

90. Discussions with pupils reveal that design and technology is a regular part of the curriculum[SNR76]. Suitable skills are taught. Practice is given in using a sound range of tools, for example using saws to accurately cut wood when making models. The need for accurate measurement is well understood, a useful application of skills learned in mathematics. Pupils use plastics, wood, wire and a range of papers in constructing their models and know how these can be effectively joined using a variety of methods. They understand the importance of design and can explain the process including the need to evaluate quality and effectiveness prior to construction. Due attention is also paid to the quality of finish in the final product. Pupils recall and describe how they have made wheeled vehicles and used electric motors to power them. They understand terms such as gears, cams and shafts that they learned when constructing models of helicopters. Younger pupils make models that move using pneumatics. Pupils could recall few opportunities when construction kits were used and it was apparent that there had been no use of information and communication to control the models they had made.

GEOGRAPHY

91. Pupils' attainment by the age of seven is above national expectations. The range and quality of their knowledge are good. This is better than at the time of the last inspection[SNR77]. Pupils have a satisfactory knowledge of the topics they study but their skills development is not as robust as it should be. This represents a similar picture to the findings of the last inspection.

92. By the age of seven, pupils have a good awareness of the immediate and wider world. They are well aware of their own neighbourhood and can name key locations, not just the fish and chip shop and the pub but important places like the chemist's. They can define different housing, such as terraced property and bungalows. They can describe details of their own houses, like slate roofs. They know about life further afield. They know that tiny Scottish islands have few shops and churches, and that they grow coffee in Brazil[SNR78]. They write clearly about each topic with good detail, as when itemising the clothes that people might need for a seaside holiday.

93. By the age of eleven, pupils show satisfactory knowledge of some areas of geography. They understand some environmental issues like coastal erosion and how a sewage system works. Their writing can be detailed and occasionally illustrated with diagrams like the overview of a river course. They know how settlements evolve, although they are not all sure why they begin where they do, at a crossroads, for example, or a river crossing. They can use resources like atlases to pinpoint major world mountains, and they are beginning to use the Internet. At the moment, pupils tend to download chunks of data and do not refine information received enough to fit their actual requirements. Although pupils present facts satisfactorily, they do not have enough experience in drawing their own conclusions or indulging in debate about issues like the needs of the developing world. Pupils also do not develop their mapping skills enough.

94. The quality of teaching is inconsistent. It is satisfactory overall, although good in the infants. It is better here, because teachers devote enough time to the subject and so cover all the topics fully. In good lessons, teachers take time to revise previous work so that pupils consolidate their learning. Teachers generate a good working atmosphere in classrooms, which allows opportunities for discussions about issues such as how and why seasons vary. They encourage pupils to use technical vocabulary so that they can talk and write about them knowledgeably. They ask searching questions to check understanding. Pupils in Year 2, for example, could explain why boats cannot land at a Scottish island in bad weather. Such activity results in the pupils developing stronger literacy skills as well as geographical awareness.

95. Teaching is less effective when topics are covered thinly and expectations of pupils are modest. For example, the study of the environment does not really tackle current issues enough like global warming. Teachers enable pupils to carry out some of their own research but often the work set is the same for all pupils. Consequently, the challenge is not good enough for all pupils. Lower attaining pupils struggle to put detail and depth into their writing, whilst higher attaining pupils lack the opportunity to conduct open-ended research. Teachers do not maximise the opportunities for presenting facts and so develop skills in art and design as well as information technology. For example, pupils in Year 4 might have presented their findings of a litter survey in a computerised graph or pie-chart. Pupils miss out on mathematical skills by not being fully confident about six figure map co-ordinates.

96. The school does not value geography enough. There is no co-ordinator at present, although this is to be resolved soon. There is no effective monitoring of lessons, no recent staff training and resources are only just satisfactory, for example, there is a limited range of atlases and Ordnance Survey maps.

HISTORY

97. During the inspection only one history lesson was observed and therefore no judgement on teaching can be made. From an examination of pupils' books and from talking to pupils and the history co-ordinator it appears that pupils in the infants make good progress and attain above average standards in the subject. Progress in the juniors is only satisfactory for the majority of pupils and unsatisfactory for the most able pupils given their attainment in other subjects. Standards are at similar levels to those seen during the last inspection.

98. By Year 2, pupils had compared how household items and toys had changed from the past. They were aware of the significance of and reason for the Remembrance Day celebrations. In Year 1 pupils had made a timeline to represent how they had developed from being a baby. Year 6 pupils showed very good recall about the different topics that they had studied. They talked confidently about their visit to the Beamish museum and expressed with real feeling their thoughts and ideas about the conditions that children in Victorian times had to endure when working in the coalmines. When describing Roman and Greek times, pupils could remember a range of facts, such as the Gods they worshipped, the origins of the Olympics and why the Romans built Hadrian's Wall. Pupils in Year 3 and 4 had written detailed descriptions and produced drawings to create displays about the ancient Egyptians' interest in cats and coffins and on the Tudors and Henry VIII. Pupils' written work was satisfactory and more able pupils were given opportunities to expand their accounts with their own interpretations, but there was little evidence of these pupils conducting independent research into topics, for example through the use of the computer.

99. The use of a nationally recognised scheme of work ensures that there is a balance to the pupils' learning experiences as they progressed through the school. Although the displays were satisfactory and there were artefacts to support learning there was no evidence of these being used around the school to stimulate the interest of the pupils.

INFORMATION AND COMMUNICATION TECHNOLOGY

100. By the age of seven pupils comfortably achieve the national expectations for the subject, representing satisfactory achievement in the context of this school. They are developing simple computer skills and are beginning to understand how technology controls the way in which things work. By the age of eleven, however, pupils' attainment is below that expected for pupils of their age. Their word-processing and data-handling skills are satisfactory but pupils have very limited experience of other aspects of the subject, such as control technology. This is because the school does not have sufficient resources to teach them. Therefore, the school is failing to comply with the statutory requirements of the National Curriculum. This means that pupils' attainment in the juniors has not risen sufficiently quickly since the last inspection and developments in the school have not kept pace with those seen nationally.

101. Pupils are grasping the basic principles of computers by the age of seven. They can use the mouse to select and drag items on the screen, such as leaves to decorate an autumnal picture. They can type in text but some lower attaining pupils are not sufficiently familiar with the keyboard. Editing skills such as altering the size of the font and size of print are more limited and not all pupils know what the return key is for. Lower attaining pupils are insecure at the keyboard and rely heavily on adult help. Pupils use computers to play games

but not often in direct support of learning. Pupils in Year 2 learn how to make a simple programme to make a floor robot move in a specified way.

102. By the age of eleven, most pupils are reasonably competent at word-processing. They can type out stories efficiently in English, checking the spelling, paragraphing and inserting punctuation. They can move between programmes swiftly and they can access the Internet. Having done so, however, only the higher attaining pupils can locate information effectively. They know how to find a good search engine and input the right kind of prompt. They are also unafraid to explore the workings of a computer. This is not the case with lower attaining pupils who lack confidence in front of a computer. Most pupils need guidance with the Internet, although they can use CD-Roms well. Pupils can add information to a given database, but are not able to construct their own. Pupils have few other skills in this subject. They are not familiar with multi-media presentations, computer simulations or using computers to help with experiments, like the use of sensors in science. Nor are pupils familiar with how computers control machinery such as the sequences of traffic lights.

103. Teaching is unsatisfactory. Teachers do not allow enough time in the timetable to enable pupils to work often enough with computers. Teachers are certainly hampered by the small number of computers in each classroom, despite the satisfactory number throughout the school. Pupils, therefore, spend time in other activities, such as collating data for a tally chart and lose valuable time on a computer. Teachers do not make information and communication technology an integral part of lessons in general. They do not use computers much except to word-process a little work in English. They are beginning to encourage pupils to use the Internet as a resource for subjects like geography. However, there are too few uses overall. For example, pupils do not present mathematical data in graphs or spreadsheets or use a design package to plan a model in design and technology. Teachers do not have a consistent approach to checking that all pupils have equal access to computer time.

104. Teaching is better when teachers have good skills themselves in computer operation. They then have the confidence to explain clearly what to do. Pupils in Year 6 understood the concept of web page, when a teacher demonstrated various examples. Some teachers, though, do not have strong subject expertise themselves and this can hinder learning. One teacher, for example, struggled to open up a programme to allow pupils to attempt their task. The school is aware of teachers' subject knowledge and training is currently taking place, but this has been very slow to happen.

105. The curriculum is seriously flawed. The school does not have sufficient resources to allow the full curriculum to be taught in Key Stage 2. Pupils, therefore, miss out on learning about control technology, monitoring systems and simulation activity. Opportunities are also missed to involve information and communication technology to underpin other subjects of the curriculum. There is no systematic means of assessment to check how well pupils learn. The school has not created a sharply-focused action plan to develop the subject fully. For example, it has not explored all options for combining all the computers in one area. It still needs more software to support subjects like history.

MUSIC

106. The attainment of pupils is above average throughout the school. Pupils sing and perform to a good standard; many of them benefit from instrumental tuition. This is an improvement on the findings in the last inspection, due mainly to the specialist teaching for all pupils.

107. Pupils sing enthusiastically by the age of seven. They are eager to take part and sing more or less in tune. They listen carefully to one another. As a result, they sing in good unison and learn to be expressive holding a rhythm well. They know, for instance, that there can be different beats in a bar and how to stress the first one. Pupils learn to play percussion instruments and explore the sounds to create simple tunes. By the age of eleven, pupils have more advanced skills, such as singing in two parts. They sing in tune but are not as expressive as they might be, even the members of the choir. Pupils do, however, appreciate the importance of dynamics, how to vary the volume of a tune for impact, such as a crescendo towards a chorus. Pupils learn a wide range of musical influences from samba to reggae, from Greek folk songs to Early English Renaissance. They work in groups to compose their own music and perform in class and in assemblies. Many pupils develop good skills on the flute, clarinet and keyboard through extra lessons.

108. The quality of the teaching is good and has improved since the last inspection. This is because a specialist teacher now teaches all the classes in the school. Her undoubted skills mean that she explains and demonstrates musical techniques very effectively. As a result, pupils are respectful and learn quickly. The teacher involves all pupils in lesson activities as much as possible and this keeps them well focused and motivated. In a lesson seen in Year 4 glockenspiels were only available for a minority of pupils, so the others sang along and made a really good sound together. Two other pupils played tambourines on the off-beat very skilfully. The teacher makes learning fun. Pupils, therefore, enjoy lessons. Clapping a beat, for example, became much more interesting for pupils in Year 5 when they could slap parts of the body. Sometimes, though, time can be lost in lessons when the teacher spends too long explaining new learning, as when explaining the meaning of all the words of a new song. This results in pupils growing restless and losing interest.

PHYSICAL EDUCATION

109. The standards in all areas of physical education are good. There has been an improvement in the standards that pupils achieve in gymnastics since the last inspection because of the input of a specialist coach. Pupils from reception age onwards are benefiting and this is clearly evident in the quality of movements that they are able to produce. They can change direction and explore a range of balances using different parts of their body. Good progress is seen from reception to Year 2 with pupils refining their sequence of movements and balances. In a Year 2 lesson pupils performed a series of high quality imaginative balances with a partner. In a Year 1 and 2 dance lesson pupils showed good development in the ability to co-ordinate their movements to the rhythm of the music. By Year 6 pupils were becoming skilful at transferring their ball skills to a games situation, for example in football and netball. They showed good ball control and accuracy in their ball passing skills.

110. The good development of the pupils' skills is a direct result of the good teaching. The teachers and coaches are confident in their subject knowledge and they have high expectations of pupil performance. For example, the close ball control skills expected in football and the methods of passing the ball in netball demonstrate this. In a Year 5 and 6 football lesson good use was made of well-informed volunteers to keep the groups to a manageable size. This allowed more time for individual attention and this gave pupils of all abilities a chance to actively participate in the game situation. Because of the good teaching pupils showed real enthusiasm for all activities in physical education.

111. Pupils are offered a wide range of activities; such as swimming in Years 3, 4 and 5 and in Year 4 pupils can participate in walking, caving and orienteering as part of the programme on a residential stay in the Yorkshire Dales. In Year 4 the number of activities

offered on the timetable has led to more time being spent on physical education than in most schools.

112. Pupils are able to access a range of out of school activities, including athletics coaching and good use is made of the football and cricket facilities available in an adjacent park. There are frequent interruptions to lessons in the hall because it is used as a thoroughfare and this disrupts the flow of lessons. The subject is effectively managed.

RELIGIOUS EDUCATION

113. The satisfactory standards seen during the last inspection have been maintained but more could be done to ensure that pupils have a greater awareness of different faiths and beliefs. Religious education is a regular part of the curriculum in every class and assemblies play an appropriate part in the religious education pupils receive. The school uses the Leeds agreed syllabus for religious education and this provides good guidance for teachers' planning.

114. By the time pupils are seven years old they understand that the Bible is the special Christian book and have been told and can remember some of the stories, for example that of Noah and the flood. They look at special events and are beginning to understand the similarities and differences between Christian and Hindu marriage ceremonies. They hear stories about people who help us such as Dr. Barnardo. In Year 2 pupils extend their writing skills well, telling in their own words the stories of Joseph and his coat and the story of the Good Samaritan. By the age of eleven pupils have developed their understanding of living in a diverse society. They recall stories from the Bible and some can retell the story of Rama and Sita from the Hindu religion. They look at their role in society and ask questions such as "who is my neighbour?" looking at people who have changed others lives like Martin Luther king and Ghandi. Some work is being done on developing pupils' understanding of Islam and Judaism but providing further experience through visits to places of worship and the involvement of members of other faiths is not yet well developed.

115. The quality of teaching is satisfactory overall although teachers in the infants use a wider range of opportunities to extend pupils' writing skills. Teachers of younger pupils have good story telling styles and this brings the Bible alive for pupils and helps them understand what parables are. A good example of this was seen in Year 2 when the teachers told the story of the "good shepherd". Children became absorbed in the story as the teacher skilfully extended their vocabulary and number skills as they "counted" the sheep. Pupils responded positively to a lesson in year 6 in which they were faced with several "temptations" and were given opportunities to give their views. Good crisp questioning held pupils attention and the teacher linked modern temptations to those faced by Jesus when tempted by the devil. This lesson ended effectively with a short period of time given for pupils to reflect on what they had learned during the session.

116. Literacy skills in the school are very good but in the juniors little opportunity is given for pupils to extend these in religious education. Much work is in note form and there is little evidence of pupils writing at greater length to extend these skills. Some of the work lacks challenge and the standards of work do not reach the well above average levels of work seen in English. Information and communication technology is not sufficiently used to research or to present work in the subject.