

INSPECTION REPORT

Boothferry Primary School
Goole

LEA area: East Riding of Yorkshire

Unique Reference Number: 117941

Headteacher: Mrs R M Williamson

Reporting inspector: Mr M J Mayhew
22197

Dates of inspection: 29th November – 2nd December 1999

Under OFSTED contract number: 707454

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

Type of control: County

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Newport Street
Goole
East Yorkshire
DN14 6TL

Telephone number: 01405 762151

Fax number: 01405 720429

Appropriate authority: Governing body

Name of chair of governors: Mr R J Watson

Date of previous inspection: January 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mr M J Mayhew <i>Registered Inspector</i>	Under-fives Science	Attainment and progress Teaching Efficiency
Mrs C Webb <i>Lay Inspector</i>		Attendance Attitudes, behaviour and personal development Support, guidance and pupils' welfare Partnership with parents and the community
Mrs S Walker <i>Team Inspector</i>	Equal opportunities English Design and technology Art	Staffing, accommodation and learning resources
Mr R Evans <i>Team Inspector</i>	History Geography Music Religious education	Curriculum and assessment Spiritual, moral, social and cultural development
Mr R Battey <i>Team Inspector</i>	Special educational needs Mathematics Information and communication technology Physical education	Leadership and management

The inspection contractor was:

TWA Inspections Ltd
5 Lakeside
Werrington
Peterborough
PE4 6QZ
Telephone: 01733 570753

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The Registrar
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

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What the school does well

- The school is well led and managed and there is a very good ethos for learning.
- There are very good procedures for monitoring and promoting good behaviour.
- Procedures for assessing pupils' attainment are very good. Information gained from assessments is used well to plan the next stage in pupils' learning.
- There is very good provision for pupils' moral development.
- To enhance pupils' learning and social development the school provides a very good range of extra-curricular activities.
- Pupils' attitudes to learning, behaviour and personal development are all very good.
- There are very good procedures for monitoring discipline and personal development.
- Provision for pupils with special educational needs is very good.

Where the school has weaknesses

- I. Standards in mathematics at the end of Key Stage 1 are below average.

The weakness identified is far outweighed by what the school does well, but it will form the basis of the governors' action plan which will be sent to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

The school has made a good level of improvement since the last inspection. By the time they leave the school at the age of eleven pupils attain higher standards in English, mathematics, science, history and religious education. Provision for pupils' spiritual development is better. Assessment procedures are fully established and the results give clear information about pupils' levels of attainment and future needs. Procedures for planning school development are well established, and include the setting of achievable targets. Provision for information and communication technology is better. Daily assemblies contribute well to pupils' spiritual, moral and social development, and fully comply with the requirement to provide a daily act of collective worship. The quality of teaching and learning is better monitored, as is the effectiveness of a range of educational initiatives. The school is in a good position to make further improvements.

Standards in subjects

This table shows the standards achieved by 11-year-olds in 1999, based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	Key
			<i>well above average</i> A
			<i>above average</i> B
			<i>average</i> C
			<i>below average</i> D
			<i>well below average</i> E
English	C	B	
Mathematics	C	B	
Science	C	A	

The school has made good progress in raising attainment in English, mathematics and science by the time pupils leave the school at the end of Key Stage 2. The 1999 results at this key

stage show high standards in comparison with those in schools nationally which have pupils from similar backgrounds. However, results of statutory tests at the end of Key Stage 1 in mathematics in 1999 are well below the national average for all schools and below the average for pupils from similar backgrounds. Inspection findings confirm that most pupils make good progress in English and reach nationally expected levels of attainment at the end of both key stages. Progress in mathematics is sound in Key Stage 1 where attainment is below the national expectation but increases rapidly at Key Stage 2 when most pupils meet the national expectation. In both key stages in science pupils make satisfactory progress and reach standards in line with the national expectation. Good progress is made in information and communication technology in both key stages and pupils reach expected standards at the end of both key stages. Pupils make good progress in history, art and physical education at Key Stage 1 and achieve above what might be expected for their age; they achieve at expected levels in history. Good progress is made in history, music and physical education in Key Stage 2 where pupils achieve well. Pupils make satisfactory progress in design and technology and geography in both key stages and in art at Key Stage 2. In religious education pupils make good progress in both key stages. By the time they leave the school most pupils attain the standards expected in the locally-agreed syllabus for religious education. Pupils with special educational needs make good progress towards meeting the targets set in their individual education plans[J1].

· **Quality of teaching**

· Teaching in	Under 5	5 – 7 years	7 – 11 years
English	satisfactory	good	good
Mathematics	satisfactory	satisfactory	good
Science		satisfactory	good
Information technology		good	good
Religious education		good	good
Other subjects	satisfactory	good	good

The quality of teaching for the under-fives is satisfactory overall with no unsatisfactory teaching. Staff have a good understanding of the needs of these children. In the rest of the school teaching is very good in 23 per cent of lessons, good in 45 per cent and satisfactory in 32 per cent. The quality of teaching is balanced well between both key stages. There is no unsatisfactory teaching. These judgements represent an improvement on the last inspection when some teaching in Key Stage 2 was judged to be unsatisfactory. There is good teaching in most subjects but the best teaching is in English and mathematics in Key Stage 2 and in physical education. There is no doubt that the improvement in teaching has played a significant role in the raising of standards.

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

· **Other aspects of the school**

Aspect	Comment
Behaviour	Very good; pupils have very good attitudes to their work and develop strong relationships with each other and with the staff.
Attendance	Satisfactory; attendance levels are broadly in line with the national average; insufficient checks are made on pupils' levels of attendance.
Ethos*	Very good; the school strives hard to meet its aims by providing a caring and effective learning environment; staff and governors work well together as a team to raise pupils' attainment.
Leadership and management	The headteacher gives strong and effective leadership to the work of the school; she is well supported by her staff and the governors who are increasingly well informed and critical of the work of the school.
Curriculum	Sound overall; the curriculum for the under-fives is not planned fully in accordance with the recommended desirable learning outcomes for pupils' learning by the time they are five; the very good procedures for assessing pupils' levels of attainment are used well to plan the curriculum and to help pupils make better progress; there is very good provision for extra-curricular activities.
Pupils with special educational needs	These pupils are given very good support and they make good progress towards meeting the targets set in their individual education plans
Spiritual, moral, social & cultural development	Good overall; provision for pupils' spiritual, social and cultural development is good; for their moral development provision is very good.
Staffing, resources and accommodation	Satisfactory; there is a sound match of experienced and qualified teachers to meet the demands of the primary curriculum; teachers are well supported by other adults in the classrooms; the accommodation is sufficient to meet the requirements of the National Curriculum, although the central library provision is inadequate; there is a satisfactory range of resources to support pupils' learning.
Value for money	The school gives good value for money.

**Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

· **The parents' views of the school**

What most parents like about the school

- II. They are encouraged to take an active part in the life of the school
- III. The school is very approachable
- IV. Complaints are handled well
- V. Positive attitudes and values are taught
- VI. Parents are well informed about the progress their children make
- VII. The pupils are well behaved and achieve a good standard of work
- VIII. The pupils are encouraged to achieve good standards of work and behaviour through a good system of rewards and sanctions

What some parents are not happy about

- IX. They are not given sufficient information
- X. They are not satisfied with the amount of

The inspection findings confirm the positive comments made by most parents. Pupils make good progress during their time in the school and achieve standards by the time they are eleven which broadly match national expectations. Parents are given good opportunities to discuss their children's progress. Homework is given in accordance with the agreed homework policy. The homework club for pupils in Key Stage 2 is a positive step towards raising pupils' levels of attainment.

· **Key issues for action**

The headteacher, staff and governors should continue to work together and should now raise standards in mathematics at the end of Key Stage 1 by:

- a. using the good assessment procedures to plan work which more consistently matches the needs of all pupils;
 - a. using pupils' developing numeracy skills more effectively to support work in other aspects of the National Curriculum programmes of study for mathematics, and in other subjects.
- (paragraphs 12, 41, 46, 108, 110, 112 and 116)

* It should be noted that the school has already recognised this weakness and has put into place some initiatives to raise standards.

In addition to the key issue the following less important points for improvement should be included in the governors' action plan:

- a. the curriculum for the under-fives is based more on the subjects of the National Curriculum rather than the nationally recommended desirable outcomes for children's learning by the age of five;

(paragraphs 26, 36 and 96-7)
- b. insufficient attention is given for pupils in both key stages to undertake independent learning through their own research activities;

(paragraphs 31, 40 and 102)
- c. the curriculum for the foundation subjects does not always provide pupils with a smooth progression of challenging learning experiences, particularly in and between classes where there are two age ranges.

(paragraphs 38, 41, 123 and 160)
- c.

Introduction

c. Characteristics of the school

1. Boothferry Primary School is situated to the west of the town of Goole in the East Riding of Yorkshire. The school moved from a nearby Victorian building to its current purpose-built premises in 1993. The single-storey building comprises 10 classrooms arranged in a semi 'open plan' design. There is a centrally-placed hall, two enclosed courtyards, a small library and administration rooms. Most classrooms share the use of activity areas. A hard-surfaced playground occupies two sides of the premises and there are attached grassed playing fields.
2. Pupils come from a mixed area of privately-owned and rented accommodation with housing ranging from 'back-to-back' terraced style to more modern estate housing. A few pupils come from more distant parts of the town.
3. There are 292 girls and boys currently on the school roll. Sixty pupils are on the school's register for pupils with special educational needs. Of these 19 pupils are at Stages 3 to 5 of the special educational needs Code of Practice¹. Two pupils have been assigned Statements of Special Educational Needs. Currently 21.5 per cent of pupils are known to be eligible for free school meals, a proportion which is broadly average when compared with that in all schools nationally.
4. Children's attainment on entry to the school at the age of five is judged to be generally below what might be expected for their age.
5. The school's vision, as recorded in the school prospectus available to parents, is to provide: 'a secure, positive, learning community that recognises the needs and talents of individuals and enables them to achieve their full potential'.
6. The school aims for pupils:
 - a. to recognise that parents are the child's first teachers and to fully involve them in their child's education;
 - b. to provides a stimulating, challenging workplace and recognise the importance of first-hand experience as an integral part of the learning process;
 - c. to develop lively, enquiring minds and the ability to make reasoned judgements and choices;
 - d. to instil the values of care and consideration for others and their environment, within a spirit of co-operation;
 - e. to acquire knowledge and skills relevant throughout life, enabling children to adapt to change, accept responsibility and prepare for their future role in society;
 - f. to use language and number effectively;
 - g. to enrich the quality of life through creative expression;
 - h. to understand the world in which we live and develop respect for other races, religions, beliefs and ways of life.

¹ Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

Stages of special educational needs range from Stage 1, when limited additional support is provided for pupils entirely from within the school, to Stage 5, which ensures that a pupil has a statement outlining his or her needs and shows what additional and specific support that pupil will receive. Stages 3, 4 and 5 involve external specialists as well as staff within the school.

1. The school has set itself the following targets for the current year:
 - a. to raise attainment in English, mathematics and information and communication technology at both Key Stage 1 and Key Stage 2 (67 per cent of pupils taking the end-of-key-stage tests in the year 2000 are expected to reach Level 4 or above in English and mathematics);
 - b. to provide a broad and balanced curriculum;
 - c. to raise standards in the teaching and learning of religious education;
 - d. to maintain and support improved behaviour;
 - e. to maintain a high quality learning environment

e. **Key indicators**

Attainment at Key Stage 1²

Number of registered pupils in final year of Key Stage 1
for latest reporting year:

Year	Boys	Girls	Total
1999	21	22	43

e. National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	16	15	13
	Girls	19	19	19
	Total	35	34	32
Percentage at NC Level 2 or above	School	81 (55)	79 (75)	74 (74)
	National	82 (80)	83 (81)	87 (84)

e. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	15	16	19
	Girls	19	20	21
	Total	34	36	40
Percentage at NC Level 2 or above	School	79 (67)	84 (73)	93 (88)
	National	82 (81)	86 (85)	87 (86)

² Percentages in parentheses refer to the year before the latest reporting year

Attainment at Key Stage 2³

Number of registered pupils in final year of Key Stage 2
for latest reporting year:

Year	Boys	Girls	Total
1999	16	20	36

e. National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	11	11	14
	Girls	16	14	18
	Total	27	25	32
Percentage at NC Level 4 or above	School	75 (69)	69 (51)	89 (63)
	National	70 (65)	69 (58)	78 (69)
e. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	8	10	11
	Girls	14	11	12
	Total	22	21	23
Percentage at NC Level 4 or above	School	61 (67)	58 (69)	64 (95)
	National	68 (65)	69 (65)	75 (72)

³ Percentages in parentheses refer to the year before the latest reporting year

e. **Attendance**

Percentage of half days (sessions) missed through absence for the latest complete reporting year:			%
	Authorised	School	6.1
	Absence	National comparative data	5.7
	Unauthorised	School	0.3
	Absence	National comparative data	0.5

e.

e. **Exclusions**

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	1
	Permanent	0

e. **Quality of teaching**

Percentage of teaching observed which is:		%
	Very good or better	23
	Satisfactory or better	100
	Less than satisfactory	0

e. **PART A: ASPECTS OF THE SCHOOL**

e. **Educational standards achieved by pupils at the school**

e. **Attainment and progress**

1. Most children's ability in reading and number on entry to the reception class at the age of four is below what is normally found for children of this age. Many have below normally expected levels of personal and social development. Children make sound progress overall [J2]in the reception class so that by the time they are five most reach expected standards in knowledge and understanding of the world and in the creative and physical areas of learning. Personal and social development is at a satisfactory level. However, many children still have underdeveloped speaking and mathematical skills.
2. In the 1999 national assessments of pupils in reading at the end of Key Stage 1 results matched the national average at both Level 2 (the expected level) and at the higher Level 3. In writing the proportion of pupils reaching the expected Level 2, and above, was below the national average. However, the proportion of pupils reaching the higher Level 3 in writing was well above the average. The school's average results in both reading and writing matched those in all schools nationally. Reading results were above the average of similar schools nationally and writing results were well above those in similar schools. Both girls and boys improved their results so that they achieved the national average in reading. Trends in standards over the past four years show fluctuations in both reading and writing. However, results have risen in writing since 1997 and reading results show a considerable improvement over the four years to 1999. Inspection findings suggest that attainment in reading and writing is in line with national expectations overall.
3. In the 1999 statutory tests at the end of Key Stage 2 in English the proportion of pupils attaining the expected Level 4, and above, was in line with the national average. The proportion reaching the higher Level 5 was below average. In relation to similar schools nationally the school scored above the average. The performance of girls is in line with the national average, while the performance of boys, although still below the national average, is improving. Results over the past four years show a steady upward trend in the proportion of pupils achieving national expectations. Inspection findings confirm that most pupils at the end of the key stage meet national expectations in reading, writing, speaking and listening.
4. Throughout the school all pupils, regardless of age, gender or ability, make at least satisfactory progress in English and frequently make good progress. They consistently make good progress in reading and often make good progress in writing. Pupils in Years 5 and 6 make the best progress because teachers' expectations are consistently high. By the end of Key Stage 2 pupils develop good standards of handwriting and their spelling is much improved. Pupils write in variety of styles and for different purposes, such as letter writing and poetry, but opportunities to write more extensively in other subjects of the curriculum are not consistently given in every class. Good progress is made in listening skills throughout the school and teachers in Key Stage 1 try hard to involve pupils in discussions to develop speaking skills. Pupils make good progress in Key Stage 2 and achieve sound levels of speaking.

5. In mathematics pupils in Key Stage 1 make satisfactory progress but attain standards which are below national expectations. In the Key Stage 1 statutory tasks and tests in 1999 the proportion of pupils attaining the expected Level 2, and above, was well below the national average. The proportion of pupils reaching the higher Level 3 was below the national average. In comparison to that in similar schools nationally pupils' performance was also below average. National Curriculum tests for the last three years show that pupils' performance at Key Stage 1 is well below the national average, but there is evidence of some improvement. This slight upward trend in standards at Key Stage 1 is because teachers effectively apply the National Numeracy Strategy. Indeed, inspection findings confirm that most pupils at the end of Key Stage 1 reach satisfactory standards in number.
6. By the end of Key Stage 2 in mathematics pupils make good progress and reach levels close to national expectations. The 1999 statutory tests at the end of Key Stage 2 indicated that the proportion of pupils reaching the expected Level 4, and above, was in line with the national average. The proportion of pupils attaining the higher Level 5 was below the national average. In relation to similar schools nationally pupils scored at above average levels. There was no significant difference between the standards reached by girls and boys. Inspection findings show that standards of attainment are being maintained at Key Stage 2. Trends over the last three years at Key Stage 2 show a gradual increase in pupils' performance. Standards in number at the end of this key stage are sound.
7. In science the results of the statutory assessments (by teachers) of pupils at the end of Key Stage 1 in 1999 showed that the proportion of pupils reaching the expected Level 2, and above, was in line with the national average. The proportion reaching the higher Level 3 also matched the national average. Compared with the results of pupils from similar schools nationally the school scored at a level above the national average. These results showed an improvement on the 1998 results where the proportion of pupils scoring the expected level and above was below the national average and well below the average when compared to similar schools. Inspection findings show that pupils in Key Stage 1 make satisfactory progress and achieve results which match the national average. They achieve good standards in investigative and experimental science.
8. In the statutory tasks and tests taken by pupils at the age of eleven in 1999 the proportion of pupils reaching the expected Level 4, and above, was above the national average. In the same tasks and tests the proportion of pupils reaching the higher Level 5 matched the national average. In comparison with pupils from similar backgrounds nationally pupils in 1999 attained levels well above the national average. These results represent a significant improvement over the 1998 results when the proportion of pupils reaching the expected level and above was below the national average. The inspection confirms that most pupils in Key Stage 2, including those with special educational needs, make sound progress over time and achieve results that meet national expectations. Many pupils make good progress in lessons. As at Key Stage 1 the best achievement is in the experimental and investigative aspect of science. This was particularly apparent when pupils in Years 5 and 6 were seen undertaking some quite challenging work to do with electricity and light.
9. By the end of both key stages attainment in information and communication technology is in line with national expectations and pupils make good progress. At both key stages

pupils have sufficient experience of using information and communication technology to communicate ideas and to handle information. They demonstrate a variety of word-processing skills to varying degrees of competence.

10. Pupils make good progress in history, art and physical education at Key Stage 1 and reach standards above what might be expected for their age; they reach expected standards in history. Good progress is made in history, music and physical education in Key Stage 2 where pupils reach good standards. Pupils make satisfactory progress in design and technology and geography in both key stages and in art at Key Stage 2 and reach appropriate standards.
11. In religious education pupils make good progress in both key stages. By the time they leave the school most pupils attain the standards expected in the locally-agreed syllabus for religious education.
12. Pupils with special educational needs receive very good support and make good progress towards meeting the targets set in their individual education plans.
19. **Attitudes, behaviour and personal development**
13. Pupils like coming to school and quickly develop very positive attitudes towards their work. Their behaviour and relationships with adults and their peers are very good and a strength of the school. Pupils with special educational needs are well integrated and participate fully in school activities. Many pupils in the reception class have not attended nurseries or playgroups but, despite some poorly developed language and social skills, they are soon confident and happy to be at school.
14. The good work ethic reported in 1996 has been maintained and improved. The school's good ethos and the high expectations and encouragement of the headteacher and her staff underpin this judgement. Pupils enjoy school, are enthusiastic about their lessons and are well motivated. Almost all arrive on time and settle quickly to tasks set for them. They work well together. For example, pupils in Years 1 and 2 are eager to participate in Victorian washday activities, helping each other to dress and sharing tasks. Older pupils choreograph their Indian dance sequences in small groups and evaluate their own and others' performances sensibly and constructively. Teachers often share with their pupils what they want them to learn in lessons and this captivates pupils' interest. Pupils are accustomed to reflecting on what they have done and where they can improve. They want to achieve well. For example, pupils in Years 5 and 6 try hard with their handwriting and are pleased when complimented on their efforts. A lively yet purposeful atmosphere is engendered in lessons. All achievements are celebrated in special assemblies where pupils who have been awarded certificates are proud to show them to the rest of the school.
15. Behaviour throughout the school is very good. Pupils know what is expected of them and understand the school's rules and regulations. They have discussed the rules for their class. In almost all classrooms pupils work well without direct supervision, although those in Years 1 and 2 need more attention as they have had several different teachers this term due to illness. Behaviour in assemblies is exemplary. Pupils listen carefully to what is being said and show a reverent attitude when asked to reflect. In the playground outside play is exuberant with minor incidents quickly noticed and effectively dealt with by vigilant adults. Bullying is not an issue and all pupils know what to do if inappropriate

behaviour occurs. Pupils relate very well to each other and to adults. Relationships are very good with teachers and all staff providing good role models. A strong sense of community exists.

16. Pupils' personal development is very good and well promoted through assemblies, the curriculum and teachers' high expectations when pupils are given work to do. Pupils are eager to help, willingly setting up the hall for assemblies and preparing the classroom during playtimes, such as for science. Any task given is carried out responsibly. Although little personal and social education is formally timetabled the mutual trust that exists between teachers and pupils and teachers' knowledge of their pupils result in any concerns being quickly recognised and sensitively discussed. Carefully planned visits for older pupils ensure that they become aware of other faiths and cultures. For example, a visit to a multi-faith centre at Bradford to support pupils' study of Hinduism left a strong impression on pupils and teachers alike. A Hindu 'Puja' ceremony was carried out in Year 5 with reverence. Subsequent discussion about feelings aroused revealed in pupils a depth of understanding, empathy with and interest in another faith and culture beyond what would be expected for their age. All pupils are polite and proud of their school. They quickly learn the difference between right and wrong and develop a sense of natural justice and citizenship as they progress through the school. They are well prepared for the next stage in their education.

23.

23. **Attendance**

17. Pupils' attendance at school is satisfactory overall but below the national average. The level of attendance is slightly below that recorded at the time of the last inspection. Almost all pupils arrive promptly in the mornings and settle quickly to tasks set for them whilst they await registration. Registers are called promptly twice a day with pupils replying politely when their names are called. Registration meets statutory requirements.

18. Pupils' punctuality at lessons throughout the day is good.

25. **Quality of education provided**

25. **Teaching**

19. The quality of teaching for the under-fives in the reception class is satisfactory overall and has a number of good features. Those who teach the under fives work well together and have high expectations of the children's ability to make progress. Good efforts are successfully made within the bright environment to settle children into their school life. Staff in the reception class have a good understanding of the needs of the children. They provide a curriculum which satisfies most children's needs, but which is based too heavily on Key Stage 1 of the National Curriculum.
20. In the rest of the school the quality of teaching ranges from very good to satisfactory. It is very good in 23 per cent of lessons, good in 45 per cent and satisfactory in 32 per cent. There is no unsatisfactory teaching. The standard of teaching compares well in both key stages. These judgements represent an improvement since the last inspection when some teaching in Key Stage 2 was judged to be unsatisfactory. There is good teaching in most subjects, but the best is in English across the school, mathematics in

Key Stage 2 and physical education. There is no doubt that the improvement in teaching has played a significant role in the raising of standards.

21. Most teachers have considerable experience of working in the primary sector and this is noticeable in the way that pupils are managed in lessons, how they are given interesting work to do and in the good relationships that teachers have with their pupils. Less-experienced teachers learn effective techniques from their colleagues and high standards of pupil behaviour are maintained. Two teachers were temporarily appointed to the school during the week of the inspection to replace permanent staff on sickness absence. It is to the credit of the school that the temporary teachers were made well acquainted with school procedures and expectations and that pupils in their classes often made good progress in lessons. This was seen in a Key Stage 2 mathematics lesson when pupils made good progress in their understanding of the value of fractions.
22. Teachers' subject knowledge is good in most subjects and supported well by further training and the good support given by subject co-ordinators, particularly in English to implement the National Literacy Strategy. Some teachers have attended training to make their teaching more effective and they consistently use techniques which set good pace, identify clearly with pupils precisely what they are to learn and then review with pupils at the end of a lesson how their learning has moved forward. All these qualities were seen in a very good Key Stage 1 science lesson on light. The teacher reminded the pupils about previous learning through good questioning techniques, clearly explained what investigations they were to conduct and then shared with all pupils at the end of the lesson what each group had found out. In this way the pupils were fully engaged in their learning tasks and their self-esteem was raised through sharing their learning with others.
23. Planning for lessons in both the medium term and short term is well designed to meet the needs of pupils of different levels of attainment, although work planned in mathematics in Key Stage 1 is not always well matched to pupils' needs. Some teachers are good at helping pupils to make progress across subjects in lessons which make good use of a range of skills. For example, pupils are given good opportunities in some art lessons to develop their knowledge of history and information and communication technology skills are extended when pupils in Key Stage 2 investigate the effect of different electrical circuits on lighting bulbs. This approach to teaching reflects the good planning that some teachers do to prepare their lessons, having regard to pupils overall educational needs.
24. Most lessons set appropriately challenging tasks for pupils and good opportunities are given for pupils to work both independently and in small groups. Teachers recognise that pupils respond well to a variety of ways of working so that their personal development proceeds well through opportunities for independent work, particularly in Years 5 and 6. However, opportunities for pupils to undertake independent research through the use of the library are too limited.
25. All teachers employ the very good assessment procedures both at the end of units of work and on a day-to-day basis in lessons, thus giving them a clear picture of each pupil's rate of progress. Teachers' expectations for pupils to achieve are consistently high. Teachers expect quality work from their pupils. For example, in a good physical education lesson the teacher used pupils to demonstrate their techniques in movement and pupils were advised both as a whole class and individually about how to achieve a

high standard.

26. Teachers are well acquainted with the National Literacy and Numeracy Strategies. Lessons derived from these strategies are interesting and are clearly making a positive impact on raising standards. Pupils with special educational needs are well catered for in lessons. Teachers make good use of available support staff, with whom they plan their lessons. Good individual education plans for these pupils are available for teachers and used when they are planning their lessons.
27. All teachers set homework, usually as an extension to class activities. Work is regularly marked, usually with a tick. Written marking does not give pupils sufficient guidance or set them targets to achieve in their future work, although pupils are given effective oral feedback about their work.
28. Teaching and learning, particularly in literacy lessons, are often monitored by the headteacher who is able to give feedback to teachers on what was effective in their lessons. This is a positive step towards raising the quality of teaching throughout the school, as is the strategy of giving opportunities for subject co-ordinators to monitor lessons in their subjects across the school.

35. **The curriculum and assessment**

29. The curriculum for children under the age of five in the reception class does not fully meet their needs since it is not planned in accordance with the recommended desirable outcomes in children's learning by the time they are five. Reception class staff ensure that children do have opportunities to make progress in each of the areas of learning. Nevertheless, children's rate of progress is constrained by too much adherence to the requirements of national initiatives, such as the Literacy Strategy. Insufficient account is taken of the need for young children to undertake tasks they plan themselves, giving them more opportunities to develop their own ideas, learning and imagination.
30. In the rest of the school the curriculum is broadly based and balanced and fulfils statutory requirements. All subjects of the National Curriculum and religious education are taught and there is a suitable allocation of time for each. There are good policies and schemes of work for each subject. Nationally produced material has been introduced into design and technology, history and science. The previous report stated that the school provided a broad and balanced curriculum, except for information technology in Key Stage 2 and religious education. Provision for both these subjects has moved forward and is now sound.
31. The National Strategies for Literacy and Numeracy have been fully implemented. Planning for the rest of the curriculum is based on a two-year cycle. This ensures that the components of each subject are taught. However, in some subjects the gap between revisiting and extending pupils' knowledge of some aspects of a subject is too long, for example in science. Medium- and short-term planning derived from the curriculum is sound in outline and sometimes good. There is a weakness in planning for the development of subject skills. The school is organised into single and mixed-age classes. Within the mixed-age classes there is insufficient difference in the work set to cater for the separate age groups. Teachers sometimes insufficiently plan work in the foundation subjects to meet the range of pupils' abilities.
32. The school carefully organises the timetable so that the hourly allocations to the literacy and numeracy lessons are observed. At Key Stage 2 this allows time for work in a foundation subject or religious education to be introduced at the beginning of the day and developed further in the afternoon. The arrangement works well in offering pupils extended learning in a unit of work. For example, in music pupils in Year 3 explored a rhyming 'jingle'. They successfully recited its words, clicking fingers to hold a steady beat. In the later session they worked in groups to develop these rhythmic features and added improvised melodies on tuned instruments.
33. There is a strong emphasis at both key stages on learning through the experience of practical activities. For example, problem-solving in mathematics and investigative work in science, history and geography are key components of the curriculum. In geography pupils studying rivers investigate the removal of water pollution by conducting filtering experiments. Pupils' opportunities and skill in researching their own learning are underdeveloped.
34. There are some weaknesses across the curriculum. A scrutiny of pupils' work, for example in history and religious education, reveals insufficient extended writing in a variety of styles. Pupils do not always use their mathematical knowledge and skills for data-handling in geography or measuring and shape work in design and technology.

Information and communication technology does not sufficiently support or extend the curriculum, except in English and science. However, some good examples of cross-curricular links were observed during the inspection. Pupils carried out a scientific experiment to investigate through the use of computers the pollution of water from a local power station. Literacy work took Hindu stories as its starting point.

35. The governors have approved a policy for sex education. The school consults closely with parents on its implementation and supporting materials, such as videos. Sex education is seen as a gradual process, taught as appropriate through science, health education and pupils' personal and social development. Outside staff such as the school nurse assist in the programme. Health education has a high priority in the school and is targeted for further development. It includes learning about the use and misuse of drugs. The local education authority's 'Health Education Caravan' has been booked to visit next summer.
36. The school offers all pupils equal access to the curriculum and opportunities to learn and make progress. There is some withdrawal of pupils from lessons for music tuition or language support, but good arrangements are made at other times for these pupils to experience the same learning opportunities as their classmates. There is very good provision for pupils with special educational needs. Pupils' needs are identified early through the vigilance of teaching staff and effective assessments. Very detailed individual plans are drawn up. The targets in these plans are very clearly stated and are specific to the pupils' needs. Annual reviews for those pupils with a Statement of Special Educational Need are effectively undertaken.
37. Teachers set homework in reading and basic mathematics regularly. They also set pupils tasks designed to involve them in discussion or fact finding at home.
38. There is very good provision of extra-curricular activities to extend pupils' experiences. These include football, rugby, netball, rounders, 'kwik cricket', short tennis, a computer club, a French club, recorders and keyboards.
39. Procedures for assessing pupils' attainment and progress are very good. There is a well thought out policy which is fully and consistently applied across the school through the use of a common format on assessment sheets. In the core subjects teachers assess pupils' achievement of key objectives identified in their short-term planning. Portfolios of assessed work assist in standardising teachers' assessments. In the longer term pupils are annually tested in English and mathematics. These and the results of national testing are closely analysed and used to set targets for pupils' progress and development. Teachers assess pupils' achievements in other subjects during and at the end of particular units of work. They record these in detail and build up a comprehensive picture of each pupil's attainment and progress across the curriculum. Day-to-day assessment, particularly at Key Stage 2, is good and leads where necessary to the modification of teachers' subject planning. The use that teachers make of assessments is good overall, but sometimes pupils are given work which does not match their levels of attainment, for example in mathematics in Key Stage 1.
40. Pupils' portfolios contain their test results, reports and behavioural and other information and are passed from class to class as they move through the school. The accumulation of this evidence and its influence on the curriculum help to prepare pupils well for the next stage in their education.

47. **Pupils' spiritual, moral, social and cultural development**

41. There is good provision overall for pupils' spiritual, moral, social and cultural development. Provision for their moral development is very good. This is an improvement since the previous inspection, which commented on the very positive ethos of the school but noted that aspects of spiritual and cultural development required attention.
42. Pupils' good spiritual development is substantially aided by the high quality of collective worship, input from religious education, 'circle' time and aspects of the curriculum. School, year group and class assemblies are carefully planned and effectively presented. They now fully meet the requirements for collective worship. A record is kept which evaluates the content and success of each assembly. An important feature is the full participation of pupils in activities and discussion. In one assembly for older pupils the teacher skilfully used a Hindu story about how weapons were used in a battle of good against evil. She contrasted this with a contemporary story of someone fighting against disappointment and failure by using their own weapons of perseverance, good humour and personality to overcome adversity. Pupils reacted very positively to the restoration of self-belief and esteem.
43. In assemblies good use is made of music to establish a calm, receptive atmosphere. Pupils sing enthusiastically and join reverently in moments of reflection and prayer. There are good aids to spiritual development in classrooms. These include Christian pictures and symbols such as crosses, candles and Advent wreaths. Other classrooms have representations of Hindu shrines. One of these was used in a religious education lesson to recall the Hindu Puja ceremony which the pupils had experienced on a visit to a Hindu temple. Despite sounds from adjoining classes and movement across the open plan area a good spiritual atmosphere was created and maintained. Good opportunities are taken throughout the curriculum to boost pupils' use of their imagination and to encourage them to express their personal opinions and feelings.
44. Pupils' very good behaviour, attitudes and relationships in and out of the classroom demonstrate their understanding of right and wrong. Expectations of behaviour standards are very prominently displayed in the school and pupils are taught their meaning and significance. Pupils appreciate the consistently applied system of rewards for positive behaviour, effort and work as well as the consequences of unacceptable aspects. 'Class of the Week' and 'Child of the Week' certificates are highly prized. Adults provide very positive role models in the school, promoting very good relationships. Wider moral issues such as environmental pollution and poverty are discussed through the curriculum. For example, a representative from Yorkshire Water spoke about conservation, pollution and recycling.
45. Provision for pupils' social development is good. The school's strong ethos identified in its 'Vision Statement' provides the background for the secure, caring and positive learning environment which it promotes. Pupils get on with one another well. They enjoy their learning and readily share books, equipment and materials. They are encouraged to work in pairs or groups sensibly and they discuss topics animatedly and productively. For example, in music they collaborate well in threes to produce improvised words, melody and rhythms. They are courteous to visitors and talk readily with them. Some are assigned specific tasks to help run the school such as setting out

equipment and helping with music for assembly but there is a general willingness to be helpful. To encourage this there are no prefects or monitors. Pupils stay behind as a matter of course at playtime and after lessons to help tidy up or prepare for the next lesson. Older pupils play with younger ones from time to time and share reading with them. The school's wide programme of extra-curricular activities, including competitive sport with other schools, is an important aspect in developing social skills. The school organises a good number of excursions to enrich the curriculum and develop pupils' social awareness. So far this term these have included visits to a leisure centre in Goole, an interfaith centre in Bradford, a 'hands-on' science museum in Halifax and Hull Museum. A residential visit is organised for pupils in Year 6.

46. Provision for pupils' cultural development is also good. They explore their local heritage in history and geography. They examine photographs of old buildings and areas of Goole and make comparisons with the same places today. They write about events in the last war, such as an aeroplane crash in the town. Pupils visit the local leisure centre, shops, power station and church. Some pupils visit the waterways museum on the Aire/Calder canal and travel by barge to Doncaster. They make visits further afield to places of religious, cultural and historical interest. Their strong community links are evident in the harvest festival service and distribution of gifts, for which many "thank you" letters are delivered to the school. Multicultural education occurs through the curriculum in history, geography and religious education. This is enhanced by visits to places of worship such as a Hindu temple. Theatre groups, Diwali dancers and an artist have also enriched pupils' experiences. The school is involved in fund-raising to promote health and education in Bangladesh.

53. **Support, guidance and pupils' welfare**

47. The school continues to provide the stimulating, supportive and caring environment for its pupils reported at the last inspection. Good pastoral care, comprehensive policies for health and safety, the school's good practice of first aid, regular risk assessments carried out by governors and staff and the recent upgrading of security systems all ensure that pupils are well looked after whilst at school. Parents are appreciative of the school's procedures to care for their children.
48. There are very good systems for monitoring pupils' progress. Teachers monitor pupils' work daily and use this information well to plan for all pupils to make progress in lessons. Despite some inconsistency in marking across the school all pupils know how they are achieving through teachers' useful verbal comments and encouragement during lessons. Well-targeted individual education plans and supportive staff ensure that pupils with special educational needs enjoy full access to the curriculum. [J3]
49. The school makes good provision for pupils' personal development despite there being no formal personal and social programme. This is inherent in the curriculum and pupils are expected to act appropriately and carry out sensibly and well any responsibilities they are given. The school nurse assists with health and sex education as well as carrying out health checks on the youngest children. The school's participation in the 'Health Education Award' scheme is effective in raising pupils' awareness not only of hygiene and health, but also of problems they may meet outside school. A member of the local police force visits the school regularly and talks to pupils both formally and informally about the difficulties and dangers in the world outside Boothferry. The school chooses one charity a year to support and the representative comes to the talk to pupils

about that charity's work. Relationships are very good at the school with all adults and pupils enjoying mutual respect. Teachers and support staff provide good role models and are trusted by pupils to deal with any concerns or problems. Older pupils care for younger ones, looking after them at dinner and break times and helping infant teachers during 'wet' playtimes. All pupils belong to one of three house teams and are proud to be awarded team points. A cup is given to the most successful team on sports day.

50. The school has very good procedures for promoting and monitoring behaviour. An assertive discipline policy is known to all and consistently implemented by all staff, resulting in a very orderly school community. Teachers refer to class rules when dealing with misdemeanours. Sanctions are perceived as fair and the number of names in the behaviour log is dwindling. There has been only one fixed-term exclusion during the past twelve months. Pupils are proud when their class is chosen as 'Class of the Week'. Procedures for promoting and monitoring pupils' attendance are satisfactory but no initiatives have yet been introduced to encourage pupils to improve their attendance and no record is kept of reasons for lateness.
51. Child protection procedures and guidelines provided for staff to follow are good. The headteacher shared her training two years' ago with staff and dinner supervisors were also informed. All staff are aware of these issues and are vigilant. They report any concerns immediately to the headteacher. Liaison with local agencies is well established and well used when necessary.
58. **Partnership with parents and the community**
52. The school has developed a good partnership with parents and has continued to maintain the good links with the local community reported in 1996.
53. Parents are supportive of the school and its aims for their children, although many do not believe that their children can achieve well academically. The headteacher is seeking to change this view and has been successful in raising standards. Parents are strongly encouraged to take an active part in their children's lives at school. Unfortunately few parents are able to help regularly, but those who assist in classes are well deployed by teachers. Any help parents can give is appreciated. Their attendance at meetings and school productions is very good, with the hall filled to overflowing for the latter. Parents value the extra-curricular classes their children attend and are satisfied with the new home/school agreement. Most help their children with work at home and find the reading diaries a useful source of communication. It is too soon for them to be able to comment on the new homework club, run with the aid of funding from local sources.
54. The enthusiastic friends of the school association holds very successful events, such as fairs and discos. These are well supported and raise a considerable amount of money for the school. Local businesses are generous in providing raffle prizes for these events. The friends association has provided the computer for the special needs room, gifts for children at Easter and Christmas, and school bags, and has subsidised school trips to ensure that all children can go on these. Parents of pupils with special educational needs are well involved in discussions about their children's progress.
55. The school brochure, the governors' annual report to parents, regular newsletters and

other means of communication ensure that parents are well informed about the school, diary events and what their children are doing. The school administration officer is always willing to help parents with forms or other matters of concern. The annual reports are comprehensive, with targets set for children to aim for in English and mathematics. Parents value the reports and say that they can recognise their children in them. Not many parents feel the need to attend the consultation meeting offered after reports have been received.

56. Educational visits are made by all classes to the locality and beyond. Their visit to the Bradford multi-faith centre for their study of Hinduism made a great impression on older pupils. The 'Education Business Partnership' has provided sponsorship from major industries. This included a placement in industry for one member of staff, from which she returned enthusiastic and eager to share what she had learned. Governors have been co-opted from the business world and are seeking further sponsorship. The school has established good links with local secondary schools, with older pupils coming to the primary school to co-operate with projects. The local 'cluster' of schools provides not only useful joint training for staff but also pupil participation in sports competitions held for all schools. A local community education facility runs a literacy workshop once a week for parents of children in Year 1 and three volunteer parents have been trained under the 'Reading Assistance Teaching Scheme'. The old school building has become the community centre for the area and as a consequence the new school premises are little used by local groups.
57. The school's commitment to developing the already good partnership with parents and the local community, coupled with the successful use of local businesses, enhances pupils' education, widens their experience and makes a positive impact on their achievements and personal development.

64. **The management and efficiency of the school**

64. **Leadership and management**

58. The quality of leadership and management of the school is good overall. Very good leadership is given by the headteacher, who has a comprehensive view of the school and its developmental needs. She has a high commitment to the maintenance of very good relationships and teamwork and is well supported by subject co-ordinators, all staff and governors. A clear educational direction is set which places strong emphasis on the need to raise standards. The management of the school works closely with the staff, pupils and parents to establish and promote values and attitudes which have a most positive effect on pupils' learning.
59. Leadership has been very successful in moving the school forward since the last inspection and the school is well placed to improve further. The strategies put in place have been effective in raising standards despite some changes of staff, some prolonged staff absences and the increasing pressure of a changing curriculum in recent years. Action plans have been formulated and carried out to resolve key issues. Internal target-setting for groups and individuals has helped raise standards. The adoption of new guidelines and initiatives has improved the focus of planning and assessment. Other opportunities have been created for pupils to improve by giving more emphasis to English and mathematics through the literacy and numeracy strategies, visits, visitors,

outside expertise to support the arts and physical education, and a homework policy. The work of governors' committees, the implementation of plans for particular areas of need and the maintenance of reasonably sized classes have had a significant impact on improvements achieved. All outstanding issues from the previous inspection have been resolved, except the requirement to improve pupils' library skills.

60. The governors maintain a clear focus on improvements. They are well informed by the headteacher and through their own monitoring and evaluation about the strengths, developmental needs and day-to-day workings of the school. They review their actions and ensure that roles are well defined, realistic and effectively developed. In this way the governors are in a good position to be critical of school development and performance. Individual governors are appropriately allocated to monitor aspects of the school according to clearly defined, relevant priorities. For example, some governors visit the school to monitor specific aspects, such as literacy, numeracy, information and communication technology and the provision for special educational needs. In this way, and through a thorough analysis of test results, governors are becoming increasingly aware of the standards achieved and are able to make decisions for the future, based on accurate information.
61. Governor training and monitoring of the school are used effectively to provide information and to support the setting of realistic targets. This is a significant feature of the management strategy to define attainable step-by-step improvements for pupils, teachers and support staff. Thorough planning, discussion and commitment maintain a high level of organisation.
62. The school has dealt very well with the key issue identified in the last inspection report to relate the priorities in the school development plan to costs, timescales and expected outcomes. The plan is a clear and precise document which identifies initiatives to raise standards; for instance, through monitoring and evaluation initiatives. One notable example of thoughtful development planning is to develop pupils' mathematical skills through art.
63. The governors now effectively plan for strategic developments over a period of three years and there is a more detailed school improvement plan for all curriculum areas of development over one year. Staff and governors monitor the effect of plans against a set of achievement criteria. The headteacher and subject co-ordinators monitor teachers' planning and the headteacher regularly monitors and evaluates teaching and learning in the classrooms. The information gained is used effectively to steer changes in the school's approach to all aspects of its work and has a positive impact on standards.
64. The governing body meets its statutory requirements, including the requirement to provide for pupils with special educational needs. The co-ordinator for special educational needs is very effective and manages the school's provision very well. The governor with responsibility for special educational needs is in close contact with the school to monitor provision. The school fully complies with equal opportunities legislation and provides a high level of support for pupils with special educational needs.
65. The school implements its aims, values and policies very well. These are appropriate and are reflected very well through all the school's work. Policies are up to date and of good quality. They are directly related to standards and expectations. Pupils are made

to feel totally comfortable in the school. They are happy and very well behaved, support extra-curricular activities well, maintain very good relationships and apply themselves to their work. Standards in many subjects are rising.

66. The ethos of the school is very good. It fully reflects the school's commitment to high standards, the maintenance of an effective learning environment, positive relationships and equality of opportunity. These factors are clearly part of the school's aims and everyday life.

73.

Staffing, accommodation and learning resources

67. The provision for staffing, accommodation and resources is satisfactory overall. This is a similar picture to that seen at the time of the last inspection.

68. The school has a sufficient number of hard working and committed teachers to meet the demands of the primary National Curriculum. There is an appropriate range of expertise and qualification amongst the teaching staff, which includes one newly-qualified teacher. Two teachers work on a part-time basis to share the teaching responsibilities of a Year 5 class. There are secure arrangements for the transfer of information about the class between the two teachers, such as writing significant events in a daily diary and holding joint planning meetings each week. The school has had an acting deputy headteacher for the past two years. It cannot make appropriate arrangements for a permanent deputy headteacher because of a necessary reduction in staffing. However, the present arrangement is appropriate and the acting deputy headteacher fulfils her role well.

69. All teachers have appropriate job descriptions which are regularly reviewed. There are good arrangements for the induction of newly-qualified teachers and for teachers who are new to the school. The current newly-qualified teacher appropriately teaches alongside her mentor, has observed other teachers' lessons and attends relevant local education authority training. There is a clear staff development policy, which gives all staff, including support staff, an equal opportunity for further training. All subjects have designated teachers to act as co-ordinators. Staff development is firmly linked to the school development plan and is appropriately designed to enhance the school's quality of teaching and to contribute to individual teachers' professional development. The school does not fully meet requirements for the regular formal appraisal of teachers. However, the arrangements it has in place are satisfactory, such as a regular programme of staff interviews and target setting.

70. There are a good number of non-teaching staff who are used to support pupils' learning. The school has two nursery nurses and two part-time classroom support assistants who are well deployed in the reception class and Key Stage 1 in order to support pupils' learning. There is a full-time teachers' aide based in upper Key Stage 2 and a full-time classroom assistant to support a designated pupil with special educational needs.

71. The accommodation is satisfactory overall. The school is housed in a modern building which has facilities which other primary schools do not possess, such as changing rooms for pupils to use for physical education lessons. The extensive school grounds are attractively landscaped and include two inner courtyards. One is used as a secure play area for children under five and the other contains a well-stocked pond. The school building is clearly divided into colour-coded areas for children under five, pupils in Key Stage 1, lower Key Stage 2 and upper Key Stage 2. The caretaker and his team keep

the building and grounds clean and free of litter. Teachers take great care to enhance the inside of the building with attractive and interesting displays of pupils' work which add effectively to the school's positive ethos.

72. Unfortunately, pupils and teachers cannot walk around the inside of the school without passing through the hall. When this happens disruption of physical education lessons, assemblies and acts of worship occurs. Classrooms comprise a mixture of closed bases and open teaching areas. Occasionally, noise from one area disrupts other lessons, such as when information and communication technology is taught in a shared area. The school has no designated place to teach music. Consequently, noise from music lessons disrupts other quieter lessons. The school library is based in the Key Stage 2 area and is not easily accessible to all pupils. Only small groups of pupils can be taught there, for example the homework club and groups of pupils with special educational needs. The school has improved the range of books in the library, but the lack of opportunity to develop pupils' library skills noted in the last inspection is still a concern. There are a sufficient number of books in the library. However, they are not organised according to the Dewey system so that pupils can become familiar with the system used in all libraries.
73. Resources are satisfactory overall. In English the school has purchased and organised a wide range of good quality resources to support teaching in the literacy hour. There is a newly acquired commercial book scheme to support learning in Key Stage 2, but at Key Stage 1 the books are well worn. The school is aware of the need for their replacement. There is a satisfactory number of dictionaries throughout the school, but they are of varying quality and some need replacement. In mathematics and science there are sufficient good quality resources accessible to staff. Resources for religious education, art, design and technology, geography and history are sound. Children under five have a sufficient number of resources to support their learning. Resources for music and physical education are good. For information and communication technology resources are sound overall and are supplemented with some well used specialist equipment, for example for work on sense and control.

80. **The efficiency of the school**

74. The resources available to the school are well used to achieve a good standard of education for the pupils and to raise standards. The quality of financial planning and control is good and the school makes very good use of teaching and support staff. All the key issues raised in the last inspection relating to the efficiency of the school have been dealt with and good improvements made.
75. The headteacher and governors now plan improvements for the school based on clearly defined educational priorities. The headteacher uses a wide range of information about the school and pupils to prepare a budget plan which takes account of the need to raise standards. The governors' finance committee, which meets regularly and discusses financial possibilities, makes its recommendations to the full governing body. In the light of a declining pupil roll and a subsequent decrease in financial resources the governors are prudent about their expenditure and make difficult decisions. They rightly plan strategically for three years ahead and finely tune their planning to reach some achievable targets over a one-year period. Subject co-ordinators contribute to the planning process by submitting plans for improvements in their own subjects, often including staff development. A realistic timescale is applied to each target in the school development plan and the governors are beginning to measure the effectiveness of their financial decisions against raised standards, for example in the core subjects. The very good assessment procedures contribute well to the evaluation process. Individual governors with specific responsibilities for curriculum subjects are becoming more aware of curriculum needs. They contribute well to discussions about expenditure likely to have a positive effect in raising standards. For example, some rearrangement of support staff time is having the desired effect in raising standards in English.
76. Good use is made of individual teachers' strengths, experience and interests to support pupils' learning. Responsibilities for co-ordinating subjects and special educational needs are effective and there are good systems for teachers to share their particular expertise about the curriculum. The headteacher ensures that the quality of teaching is regularly monitored and some co-ordinators have opportunities to monitor teaching in classrooms other than their own. This is an efficient way for teachers to develop their expertise and to see where teaching of a particular subject can be improved.
77. The governors make good use of available grants to enhance pupils' learning experiences. For example, the school's inclusion in a local data-logging project does much to raise pupils' awareness of the use of information and communication technology in society and to improve teachers' expertise in the subject. Indeed, teachers in Key Stage 2 now use similar techniques in their science lessons about light and electricity. Similarly, grants to support pupils with special educational needs are used well and these pupils generally make good progress. Classroom assistants appointed to support pupils with Statements of Special Educational Needs make a very efficient contribution to the pupils' progress because they provide good support for other pupils in the course of their duties. Extra funds delegated from the school budget for special educational needs are used up entirely in this provision.
78. The available accommodation is used well. Classroom space is used effectively to accommodate a good range of activities to enhance learning activities and the shared spaces between some classrooms are well equipped for small groups to undertake work in subjects such as art, design and technology, reading or information and

communication technology. However, the enclosed courtyard available to the under-fives is not used often enough for children to develop their physical and social skills. The central hall is used well to support pupils' learning in physical education, art and information and communication technology. Pupils benefit from good use of the school's own extensive playing fields for a range of games activities, geography and science.

79. The quality of financial control is good. The governors monitor the budget through regular monthly reports and set clear, appropriate limits on the amounts that the headteacher can spend or transfer to different budget headings without their authorisation. A recent audit by the local education authority of the school's finances revealed only minor concerns over procedures. The recommendations for improvement have been fully implemented. The school administrator and clerical assistant have clearly defined and separate roles and perform their duties very efficiently. This ensures that the headteacher and governors have all the information that they require on finances and pupils. The day-to-day administration runs very smoothly, leaving the headteacher free to concentrate on educational and pastoral matters.
80. Most pupils have below average attainment on entering the school in the reception class, but they make good progress over their time in the school and develop very good attitudes, behaviour and personal development. Taking these factors into account, as well as the overall good quality of teaching, the good way in which the school is led and managed, and the cost per pupil (about average at £1,555 per pupil), the school gives good value for money.

87. **PART B: CURRICULUM AREAS AND SUBJECTS**

87. **Areas of learning for children under five**

81. Children under five enter the reception class at the beginning of the academic year in which they reach the age of five. About one third of children have taken part in nursery education before they come to the school. Currently there are 29 children in the reception class, all of whom attend on a full-time basis. At the time of the inspection only seven children in the class were five years old. The current roll in the reception class is a significant reduction on previous years. The reception classroom has its own entrance and toilet facilities. The room is ideally suited for the numbers of children on roll and to teach an appropriate curriculum for the under-fives. The design of the room gives good opportunities for children to work towards the nationally recommended desirable learning outcomes for children by the time they are five and to begin work within Key Stage 1 of the National Curriculum when children are ready or reach the age of five. There is a secure, enclosed outside area for children to use for physical and social activities and a recent internal alteration to the room provides easy access to the adjacent Year 1 classroom.

82. On entry to the reception class the majority of children have levels of achievement which are generally below what might be expected of children of this age in mathematics, reading and personal and social development. They make satisfactory progress overall in the reception class so that by the time they reach the age of five most children have reached appropriate standards in the knowledge and understanding of the world and the creative, physical, and personal areas of learning. However, many children at the age of five still achieve below expected standards in language, they are not sufficiently confident in social situations and some have difficulty in recording and using numbers to normally expected levels of competency.

89. *Personal and social development*

83. Children quickly settle into the routines of the reception class and enjoy their learning. They develop their personal skills appropriately. Most children work happily on their own, both in tasks directed by the teacher and in tasks they have chosen for themselves. Older children work for long periods, for example when building small plastic vehicles to use on a 'carpet' roadway. Most children are confident enough to ask their teacher for help, but some remain quiet and are not confident at organising their own work when asked to do so. Children share equipment well when they do work directed by the teacher. However, when working in small groups some children have little regard for others in the group and work or play in isolation. The best progress is made when children are engaged in group activities under the direction of the teacher or nursery nurse where there is a focus of attention and the adult encourages individual participation. For example, most children take a delight in contributing to a group activity to make small Christmas cakes.

90. *Language and literacy*

84. Children make sound progress in developing their language and literacy skills. Many children enter the reception class with low levels of vocabulary. They respond well to efforts to improve their vocabulary and many children take a delight in competently talking about their experiences or ideas, for example at the beginning of the day in

registration time. Most children listen attentively to their teachers and think hard about words they can use to express themselves clearly. For example, children used words such as 'slidey' and 'wet' when using an egg to make the Christmas cake. Children enjoy books, understand their purpose and are beginning to develop the early skills of reading well. They can use a series of pictures to tell a story and some of the higher-attaining children recognise and sound out some of the letters of the alphabet. Some children recognise a good number of words so that they can 'read' a simple text. Higher attaining children recognise their own written names. Most children hold a pencil correctly and can write recognisable letters. Some children can copy write with reasonable accuracy sentences that the teacher has discussed with them and then written in their books.

91. *Mathematical development*

85. Children make sound progress in the mathematical area of learning. By the time they are five most children can count and recognise numbers up to ten. Higher attaining children count beyond ten and begin to write correctly some of these higher numbers. They use mathematical language correctly to describe the position of objects or people. For example, they can say who is 'in front of', 'behind' and 'next to' them when they are seated in an imaginary bus. Some children can continue a simple pattern, for example when making a string of coloured wooden beads. Most children know the names of some two-dimensional shapes, such as triangles, rectangles and squares. Children are proud to be able to do this. Higher-attaining children can do simple adding and subtracting sums in their heads, for example one more or one less than four. Some children can represent unaided the concept of one more by making simple drawings, and write some single-digit numbers correctly, but their writing of figures such as 5 or 3 are often confused.

92. *Knowledge and understanding*

86. Children make sound progress in their knowledge and understanding of the world. They look at torches and discover where light comes from. They use plastic cogs, wheels and joining strips to construct models of cars and cranes and then test their finished models to see whether they work on flat or sloping surfaces. They know that different kinds of food are important for a healthy life. They select and mix ingredients to make a cake and chop vegetables to make soup which they can eat. Children gain a sense of direction when they play with their toys on a large road map and find their way around the school to deliver the class registers to the school office. Most children talk about their families, relating the past to the present when they talk about their grandparents, parents, brothers and sisters. Some children name the month of their birthday and talk about when they were a baby. They can operate a simple computer program and use a mouse to move about the screen and to select appropriate commands to make the image on the screen change.

93. *Creative development*

87. Children make sound progress in their creative development. They enjoy painting and drawing and take delight in showing their finished work. Nearly all the children can name the primary colours and some can name a few secondary colours. Most apply paint to paper with purpose. They make simple drawings of themselves in pencil. They experiment with paints and other media to produce attractive prints of autumn leaves.

They cut card and use glue appropriately to make shapes such as triangles, which they then fit together to make collages. In music children sing tunefully in assemblies with older pupils, learning the words of songs by heart. Some children already know the names of some percussion instruments and they can clap a rhythm and speak an animal rhyme in unison using following a beat.

94. *Physical development*

88. Children make good progress in their physical development. They develop good hand-eye co-ordination when they assemble jigsaws, select plastic letters to make words on a board and successfully control a range of drawing and writing tools. Many use scissors with increasingly fine control. Children develop their large motor skills well in physical education lessons in the hall and can run, jump, hop, skip and follow instructions to change direction. Many children have good ball control skills; some children have very good skills. The higher-attaining children can bounce and catch skilfully a large ball. They control a rolling ball well with their feet and can make it go in a chosen direction. They have good awareness of the space around them and rarely bump into each other when they move quickly around the hall.
89. Overall the quality of teaching for the under-fives is satisfactory with many good features. Planning for the under-fives is based on the subjects of the National Curriculum, particularly with reference to the National Literacy Strategy. Whilst this is appropriate for some of the higher-attaining five-year-olds in the reception class, sometimes the work given to the younger children is too difficult. For example, most pupils do not have the ability to respond with any sense of understanding to the literacy hour. They lose concentration during the whole-group discussions when they have to sit for long periods on the carpet without being fully involved in the lesson. Their concentration span is too short. Nevertheless, better learning takes place in the small group sessions of the literacy hour when children have more individual attention. The children make better progress when they are expected to learn new skills in short periods spent on a range of carefully prepared activities. For example, in one literacy lesson about books telling the Nativity story the teacher had high expectations of the children listening and then undertaking written work. However, the teacher talked for too long, children had few opportunities to take part and to develop their speaking skills in the discussion and many became restless because they were expected to listen for too long. In the subsequent writing task most children could not copy the teachers' writing into their books because their handwriting and pencil control skills were underdeveloped.
90. Staff in the reception class consistently use the good assessment procedures well to identify individual children's achievements and needs. They give clear instructions and support and help children individually during formal lessons. Staff have good relations with the children and often use effective questioning techniques. However, much of the curriculum is based on the Key Stage 1 format and includes the literacy and numeracy hours. Insufficient account is taken of the need for children to undertake tasks they plan themselves in order to give them more opportunities to develop their own ideas, learning and imagination. For example, whilst there is good provision for pupils' physical development in large group directed lessons in the hall, there are too few opportunities for children to use large wheeled equipment in the outside play area. Whilst there is always a good range of activities for children to undertake when they have finished their directed tasks, they seldom have the opportunity to evaluate their own work at the end of a session. The amount of time that staff can give to children engaged on activities they have chosen themselves is limited.

97. English, mathematics, science, information and communication technology and religious education

97. English

91. In the 1999 national assessments of pupils in reading at the end of Key Stage 1 results matched the national average at both Level 2 (the expected level) and at the higher Level 3. In writing the proportion of pupils reaching the expected Level 2, and above, was below the national average. However, the proportion of pupils reaching the higher Level 3 in writing was well above the average. The school's average results in both reading and writing matched those in all schools nationally. Reading results were above the average of similar schools nationally and writing results were well above those of similar schools. Both girls and boys improved their results so that they achieved the national average in reading. Trends in standards over the past four years show fluctuations in both reading and writing. However, results have risen in writing since 1997 and reading results show a considerable improvement over the four years to 1999. Inspection findings suggest that attainment in reading and writing is in line with national expectations overall.
92. Pupils aged seven listen well to their teachers and to fellow pupils. Their speaking skills are more variable and this is due to their attainment being below the expected level on entry to the school in the reception class. Pupils answer questions about their work and interests. Pupils respond with clear answers when they have been taught the correct vocabulary, which has been practised in classroom activities.
93. The most able pupils read accurately, fluently and with good expression. They read unfamiliar stories easily. Other pupils are beginning to sound out accurately words which they do not know. They read confidently familiar books from reading schemes. Less-able pupils are beginning to acquire the skills of working out familiar three-letter words such as 'cat', 'pin' and 'met' and read simple sentences accurately. In writing pupils retell familiar stories or write poems, for example about autumn leaves fluttering to the ground. They use words such as 'next', 'then' and 'but' correctly in order to connect their sentences. Letter formation is variable in quality but more-able pupils have well-formed handwriting. Pupils write unfamiliar words in simple phonic style but they increasingly spell correctly words that they meet frequently. They place full stops accurately to mark the end of sentences but their understanding and use of capital letters are still not secure.
94. In the 1999 statutory assessments in English at the end of Key Stage 2 the proportion of pupils attaining the expected Level 4, and above, was in line with the national average. The proportion reaching the higher Level 5 was below average. In relation to similar schools nationally the school scored above the national average. The performance of girls is in line with the national average, while the performance of boys, although still below the national average, is improving. Results over the past four years show a steady upward trend in the proportion of pupils achieving national expectations, but more still needs to be done to increase the proportion of pupils attaining the higher level. Inspection findings confirm that most pupils at the end of the key stage meet national expectations in reading, writing, speaking and listening.
95. Pupils aged eleven have good listening skills. For example, they listen well and with understanding to their teachers' introductions and instructions and to a pupil who acts

the role of Rama. They ask him some very pertinent questions about his role. Most pupils accurately read texts and worksheets which they are given in the classroom. Many pupils read fluently and with good expression. They have a clear knowledge and understanding of the layout of a non-fiction text and how to use it effectively. When reading individually they are less familiar with a range of authors than is usually found among pupils in other schools. In lessons they demonstrate that they can find information from complex texts to support their arguments. However, most pupils' library retrieval skills are underdeveloped at the end of the key stage.

96. Pupils aged eleven by this stage of their school life all write in ink in a neat, joined-up style. They are beginning to use more adventurous vocabulary which they have acquired from texts they have read, even though the words they write are not always spelt correctly. Good teaching has made them aware of the correct use of speech marks, commas and exclamation marks and these features are now beginning to appear appropriately in their writing.
97. Throughout the school all pupils, regardless of age, gender or ability, make at least satisfactory progress; frequently they make good progress. Pupils in Years 5 and 6 make the best progress because teachers' expectations are consistently high. Pupils are helped effectively by the range of support staff in the school who effectively aid pupils' progress, particularly those with lower levels of attainment. Initiatives such as the 'Catch up' project are effective in speeding up rates of progress for those pupils who were below the national average by the end of Key Stage 1. Similarly, extra tuition from the homework club helps older pupils. Information and communication technology is used particularly effectively in Years 5 and 6 to help pupils revise, consolidate and extend features of grammar and spelling. The range of support is beginning to make an impact on attainment, but clearly the overall attainment of different cohorts of pupils varies throughout the school.
98. All pupils' respond well to their English lessons. They have positive attitudes to reading and writing and try hard in the literacy hour lessons. For example, pupils in Year 4 work well in small groups to interview members of the teaching and support staff. They are polite and courteous during this activity. Higher attaining pupils sensibly ask questions, listen to an answer and then ask extension questions. One pupil showed a high degree of independence by taking a digital camera around the interview groups to capture the moment on film. Throughout the school the majority of pupils sustain their concentration well in lessons. They persevere with challenging tasks, such as finding evidence in three pages of text. Pupils behave very well in lessons.
99. Teaching is good overall. It is good in 50 per cent of lessons and very good in 20 per cent. The overall high standard of teaching is aiding considerably the rate of progress which pupils are making, particularly at the end of Key Stage 2. Teachers have high expectations of pupils' achievement. Work for older pupils at the end of each key stage is particularly, but appropriately, challenging. Teachers know their pupils well and the targets set for them reflect this knowledge. The good quality writing record helps teachers to track pupils' progress over time and to provide the right guidance to move them on to the next stage of learning. Teachers use the well-organised resources well. They have a keen sense of the time available in the literacy hour and use the introductions and review sessions particularly effectively to reinforce key learning points. The amount of training which teachers have received and the impact of good leadership of the subject have clearly had a positive impact on teachers' confidence to teach the

subject.

100. The school has implemented the literacy strategy successfully and this is having a clear, positive impact on pupils' attainment. Pupils use their literacy skills well to support other areas of the curriculum, although as yet there are insufficient opportunities for extended writing in a variety of styles, such as in history or religious education. The range of new resources, which have been purchased for the literacy hour, has had a positive impact on pupils' spiritual development. The reading of texts from other cultures gives pupils good opportunities to reflect on moral dilemmas.

107.

107. **Mathematics**

101. By the end of Key Stage 1 pupils' make satisfactory progress but attain standards which are below national expectations. In the Key Stage 1 statutory tasks and tests in 1999 the proportion of pupils attaining the expected Level 2, and above, was well below the national average. The proportion of pupils reaching the higher Level 3 was below the national average. In comparison to that in similar schools nationally pupils' performance was also below average. National Curriculum tests for the last three years show that pupils' performance at Key Stage 1 is well below the national average but there is evidence of some improvement. This slight upward trend in standards at Key Stage 1 is because teachers effectively practise the National Numeracy Strategy.

102. By the end of Key Stage 2 pupils make good progress and reach levels close to national expectations. The 1999 statutory tests at the end of Key Stage 2 indicated that the proportion of pupils reaching the expected Level 4, and above, was in line with the national average. The proportion of pupils attaining the higher Level 5 was below the national average. In relation to those in similar schools nationally, pupils scored at above average levels. There was no significant difference between the standards reached by girls and boys. Inspection findings show that standards of attainment are being maintained at Key Stage 2. Trends over the last three years at Key Stage 2 show a gradual increase in pupils' performance.

103. By the end of Key Stage 1 pupils are beginning to understand place value. Many accurately order numbers to 20 with higher attaining pupils counting and arranging numbers correctly up to 100. Most pupils identify missing numbers in addition and subtraction sentences. They are starting to solve simple money problems. They recognise most coins, can arrange them in order of value and add and subtract their values to and from small amounts. Higher attaining pupils recognise and use money up to one pound in value, calculating correct change in answer to simple money problems. Most pupils name successfully some well known two-dimensional shapes such as pentagons and rectangles. Some of the higher attaining pupils name a range of three-dimensional shapes. Most pupils correctly identify fractions of shapes such as halves and quarters and present information pictorially in block graphs after tallying in groups of five. Pupils compare and interpret data, starting to demonstrate an understanding of 'equal', 'most' and 'least'. However, their understanding of previous learning and their ability to calculate answers to problems are hindered by a lack of mental arithmetic skills. At Key Stage 1 pupils with special educational needs are usually well supported in small groups by support assistants and have modified tasks to meet their assessed needs. They attain at standards in line with their abilities. For example, by the end of Key Stage 1 pupils order a series of numbers up to ten from the largest to the smallest.

104. At the end of Key Stage 2 in Year 6 most pupils know the multiplication tables sufficiently to multiply and divide whole numbers by at least one digit. Many successfully recall number facts to one thousand and some more able pupils order numbers up to a place value of six digits. In a very good Year 6 lesson just under half the pupils clearly recognised square numbers. They could calculate the square of a number both mentally and with the use of a calculator. Their good mental abilities were clearly illustrated when some of them calculated accurately and mentally faster than the calculator could be programmed. Most pupils show at least a satisfactory recognition of approximate proportions by using fractions and percentages to describe them. Pupils measure in metres, centimetres and millimetres and convert kilometres to metres and centimetres, adding and subtracting decimals to two places. They have a suitable range of opportunities to effectively apply their number skills to problem solving, involving numbers up to one thousand and beyond. They use an appropriate mathematical language to describe their thinking. Pupils suitably interpret and handle data, collect discrete data using frequency tables and use computers to record their work on spread sheets. They have some understanding of the terms 'mode' and 'median' and group data in different classifications. They use and understand conversion graphs and use words such as 'fair', 'certain' and 'likely' to demonstrate an understanding of probabilities.
105. Pupils in Key Stage 1 make sound progress, both over time and in lessons. The school has successfully adopted the recommendations of the National Numeracy Strategy and ensures that pupils' standards in numeracy meet national expectations at the end of Key Stage 1. They make good progress in their understanding of numbers but their progress in using number skills in the other aspects of mathematics and in other subjects of the curriculum is less well developed.
106. Pupils' rate of progress increases in Key Stage 2 so that most attain numeracy standards that meet expectations; many pupils attain above expectations. For example, pupils in Years 3 and 4 successfully work out and order the six times multiplication table. By Year 5 most pupils have an increasing knowledge of the multiplication tables and solve some complicated number problems. Pupils in Year 4 have a clear understanding of simple fractions but by Year 6 most pupils have mastered the more complex aspects of fractions, including decimal fractions. Pupils with special educational needs in Key Stage 2 have their needs well met by the teachers and support staff so that they make good progress through modified tasks and more individual attention. For example, by the end of the key stage most of these pupils understand place value in numbers to 100 and sometimes beyond.
107. In both key stages pupils' attitudes to learning are good. They show interest and quickly apply themselves to their work. They respond well to challenges, enjoy their work and concentrate even when set difficult tasks. Pupils listen well and most are confident enough to respond to teachers' questions. Behaviour is consistently very good. Older pupils use their initiative well to organise their work both individually and in groups.
108. The quality of teaching is satisfactory overall in Key Stage 1 and good overall in Key Stage 2. There is no unsatisfactory teaching and there are examples of very good teaching in Key Stage 2. Teachers plan their lessons effectively and are clear about what they want the pupils to learn. Most lessons proceed at a pace which maintains pupils' interest and teachers clearly expect pupils to behave well and to try hard. Introductions to lessons often remind pupils of what they have learned in previous

lessons and most teachers use questioning appropriately to consolidate pupils' learning. The most effective lessons give pupils good opportunities to discuss their work competently in the review periods at the end of the lesson. Teachers have good subject knowledge, which they successfully use to develop pupils' mathematical language and understanding, for example when using, in Key Stage 2, correct descriptions of how to square numbers. Teachers' use of number as part of the numeracy strategy is generally good.

109. In the very good lessons more attention is given to pace and challenge. Pupils' thinking is challenged more rigorously. For example, in one Key Stage 2 lesson for lower-attaining pupils about fractions and estimation the teacher demonstrated clearly to the pupils what they were to do and then set them tasks which demanded close concentration. In most lessons teachers take the opportunity to assess pupils' rate of progress. Good assessment procedures are applied in both key stages to identify pupils' levels of attainment and any difficulties which they may be having. The results are more effectively used in Key Stage 2 than in Key Stage 1 to plan work and to group pupils according to their needs. For example, the way in which pupils are grouped in Key Stage 2 into sets delineated by their levels of attainment effectively aids their rate of progress. This strategy is not applied in Key Stage 1, although pupils with special educational needs are given work appropriately matched to their needs. Consequently, lower-attaining pupils in Key Stage 1 are not always given appropriately challenging work to do. Additionally, they have too few opportunities to apply and practise their number skills in other aspects of mathematics or in other subjects. Similarly, too few opportunities are planned at Key Stage 1 for pupils to use computers on a regular basis to support their learning in mathematics.
110. The subject co-ordinator is in close liaison with staff and governors and manages her responsibilities well, regularly monitoring and evaluating the work of teachers and analysing pupils' attainment with the headteacher. For example, underachievement at Key Stage 1 has been identified and plans are in place to raise standards. Homework related to current work in class is often given. At both key stages all work is marked for correctness but marking to inform and develop new learning varies in quality throughout the school.
117. **Science**
111. The results of the statutory assessments (by teachers) of pupils at the end of Key Stage 1 in 1999 showed that the proportion of pupils reaching the expected Level 2, and above, was in line with the national average. The proportion reaching the higher Level 3 also matched the national average. Compared with pupils from similar schools nationally pupils in the school scored at a level above the national average. These results showed an improvement on the 1998 results where the proportion of pupils scoring the expected level and above was below the national average and well below the average when compared to that in similar schools. Inspection findings show that pupils in Key Stage 1 make satisfactory progress and achieve results which match the national average. They achieve good standards in investigative and experimental science.
112. In the statutory tasks and tests taken by pupils at the age of eleven in 1999 the proportion of pupils reaching the expected Level 4, and above, was above the national average. In the same tasks and tests the proportion of pupils reaching the higher Level

5 matched the national average. In comparison with pupils from similar backgrounds nationally pupils in 1999 attained levels well above the national average. These results represent a significant improvement on the 1998 results when the proportion of pupils reaching the expected level and above was below the national average. Trends over the past four years show a rise in standards overall but with a dip in results in 1998. The inspection confirms that most pupils in Key Stage 2, including those with special educational needs, make sound progress over time and achieve results that meet national expectations. Many pupils make good progress in lessons. As at Key Stage 1 the best achievement is in the experimental and investigative aspect of science. This was particularly apparent when pupils in Years 5 and 6 were seen undertaking some quite challenging work to do with electricity and light.

113. By the age of seven pupils correctly name important parts of the body, such as the skull, heart, lungs and skeleton. They explain that the skeleton gives support and protection and that the brain is delicate. They know that electricity comes from a nearby power station and can be stored in batteries. However, they do not know how to make a light bulb work in a simple electrical circuit. Very good progress is made in Year 1 when pupils sort objects into those that give out light and those that do not. They discuss the quantity of light and extend their literacy skills when they try to define words such as 'dusk', 'sunset' and 'dawn'. In Year 2 pupils develop a good understanding of how some materials and colours are more easily seen and begin to use appropriate scientific words such as 'reflect' to explain their observations. The best progress is made in lessons where pupils carry out their own investigations, such as in a lesson to explore how shadows are made. By the end of the key stage pupils can name and talk knowledgeably about the five senses. They know that regular exercise is good for us and that animals can be classified according to distinctive features.
114. At Key Stage 2 pupils extend their skills to carry out purposeful and revealing experiments. This is a strength of their work in science. For example, pupils in Years 5 and 6 construct electrical circuits to light bulbs, arranging two and three bulbs in series or in parallel. They predict in small groups how brightly the bulbs are likely to shine. They use advanced computer equipment to measure the light given by each bulb, sensibly discuss the results and compare their findings with their predictions. At this age most pupils record their work neatly and with considerable precision. Their progress in understanding a range of scientific facts is sound but there are some gaps. For example, pupils talk knowledgeably about some physical processes, such as how sound travels and how substances such as water can exist as a solid, a liquid or a gas. Their knowledge of life and living processes, however, is too limited. They can describe the functions of a number of body organs such as the heart, the liver and the lungs but even the more-able pupils are unclear about the roles of arteries and veins. Few can classify the vertebrates into relevant groupings or know about the plant life cycle.
115. The response that pupils make to their science lessons is good and sometimes it is very good, particularly when lessons include work of a practical nature or first-hand experience. For example, pupils in Year 6 were totally absorbed when they experimented with batteries, bulbs and a computer to see what effect placing different numbers of bulbs in series made in an electrical circuit. None of the pupils heard the school bell calling them to playtime and some of the higher-attaining pupils were motivated to think about the relative resistance of bulbs of different voltages. The great majority of pupils in both key stages listen carefully to their teachers and carry out their instructions thoughtfully. Of particular note is the way that pupils work comfortably and

sensibly together. Their behaviour is always very good.

116. The quality of teaching is good overall. It is good or better in 83 per cent of lessons and satisfactory in 17 per cent. There is no unsatisfactory teaching. Teachers plan their lessons well to ensure that pupils meet a sound range of scientific facts and knowledge and include good opportunities for pupils to undertake investigations effectively. This is a significant factor contributing to the improvement in science standards at the end of Key Stage 2. Nevertheless, the way that the curriculum is arranged over a repeating two-year cycle means that pupils do not revisit science topics as often as they should. Consequently, by the time they are in Year 6 more-able pupils do not have a wide enough base of scientific knowledge to reach the higher than expected Level 4 in the statutory tests.
117. Teachers have high expectations of their pupils achievement, exemplified by the way in which questioning is used very effectively to make pupils think. For example, in a Key Stage 1 lesson about how we see things the teacher gave pupils a good range of resources with which to observe the effect of light on different coloured materials. Much useful time was spent on questioning the pupils to make them think about what they had discovered and how their conclusions might be related to real-life situations, such as the clothes that workmen use in the dark on the roads. Occasionally expectations are not as high as they should be when teachers give pupils of all levels of attainment the same work to copy into their books. Most lessons are interesting and the best make very good use of other available members of staff such as classroom assistants to ensure that pupils are always actively engaged on their tasks. In these very good lessons the teacher makes use of pupils' literacy skills to ensure that they fully understand and that their learning is extended to other parts of the curriculum. The school's current involvement in a local study with a power station and other primary schools in the vicinity is a very effective way for pupils to use science as a vehicle for improving their rate of progress in information and communication technology.
118. Teachers make good use of lesson introductions to remind pupils of previous learning and some make very clear to pupils what they are going to learn. The best lessons include a review at the end of the lesson and this gives pupils the opportunity to share their learning and to look forward to their next lesson.
119. The subject co-ordinator is a good role model to her colleagues and has worked hard to improve the quality of the science curriculum. She is sometimes able to see work being done in classes other than her own. This is an effective way to monitor and share good practice. However, the curriculum has yet to be reviewed to ensure that pupils are more frequently taught work from each of the National Curriculum programmes of study.
126. **Information and communication technology**
120. By the end of both key stages attainment is in line with national expectations. At both key stages pupils have sufficient experiences of using information and communication technology to communicate ideas and to handle information. They demonstrate a variety of word-processing skills to varying degrees of competence. Pupils successfully use the keyboard to type, delete, amend, space and insert text and are becoming aware of the use of spell checkers. They control the cursor by skilful use of the mouse.
121. Pupils at Key Stage 1 use appropriate controls for text, tables, sound and pictures.

They sort and classify their information and retrieve and store work with adult help. For example, pupils in a Year 1 lesson quickly learned how to give simple commands to control a programmable robot. They understand how to clear the memory and to give the robot instructions to move forward over a defined distance. They make sensible estimates to achieve results. Pupils in Year 2 explain an art display in a word-processed document and can change fonts to create different styles of print.

122. At Key Stage 2 pupils can add to, amend and seek information from data. They control events in a predetermined way. Pupils in Year 3 have successfully developed and printed a range of pictures for a history display. Pupils in Year 4, with some adult assistance, use personal data to sort information about eye colours on screen. Many generate, organise and amend the data and ideas to produce a bar chart. Pupils in Year 5 enter their name and numerical data into the relevant columns of a spreadsheet. They successfully generate and communicate ideas with the use of tables. They sort and classify the information and organise, amend, save and then retrieve the data. They show a satisfactory understanding of the control of the equipment to achieve the desired results.
123. By the end of Key Stage 2 in Year 6 pupils show satisfactory levels of competence and can describe many uses of computers. They can open programs, save and load data with confidence from disks and CD-ROMs. They use spreadsheets to manipulate data, successfully use more sophisticated tools such as spell-checkers and can change font styles and copy, find and replace text. Some pupils achieve high standards. For example, some pupils in Year 6 test water samples collected weekly from a local power station. They detect and list water temperatures, pH and conductivity using appropriate probes, move the mouse on to relevant icons to prepare information for a graph and know how to determine averages. They accurately record and save the results. These pupils have prepared an excellent class display using information and communication technology to word process in different font sizes and to produce spreadsheets and graphs. Pupils in Year 6 are developing skills to access the Internet and to use a digital camera.
124. Standards have recently improved in information and communication technology across the school because good use is made of available funding from national initiatives and from the parents' association funds to add to and update hardware and software. Computers are sited for ease of access both within and outside classrooms in both key stages. The school has identified its developmental needs very well through a very thorough audit of provision conducted by the subject co-ordinator. This does much to give the subject greater prominence across the school and is lifting standards in particular at Key Stage 2. At the last inspection standards in Key Stage 2 were judged to be below the national expectation with under-achievement among older pupils. This is no longer the case; standards have been at least maintained at Key Stage 1 and have improved at Key Stage 2.
125. All pupils, including those with special educational needs, make good progress. They experience the full range of the National Curriculum programmes of study through a well planned programme of work. Pupils work with computers from the reception year upwards and become increasingly proficient as they progress from class to class. Their increasing proficiency is suitably illustrated in displays around the school in word processing, pictorial representations, data handling and the production of graphs. There are aspects of work such as data handling where progress is sometimes very good,

particularly with older pupils. A growing application of word processing is shown in samples of pupils' work, but it is sometimes unevenly represented across the school and in this respect progress varies from barely satisfactory to good. Progress is good where pupils' needs are assessed and they can build on their computer skills learned at home and at school and where opportunities are provided for pupils to practise at playtime and other times. For example, pupils test weekly water samples from a local power station.

126. Pupils' attitudes to information and communication technology are generally good. They enjoy working with computers and are enthusiastic, co-operating well together on shared tasks. Pupils pay good attention to teachers' introductions and explanations. Many are keen to contribute their own knowledge and suggestions, showing independence and confidence. They try to solve problems themselves and apply themselves well to their tasks. When given time and opportunity they are not afraid to experiment.
127. Teaching is of good quality and includes a good standard of teachers' knowledge and skills. Teachers plan well together to ensure a similar balance of provision for pupils in each year group. All aspects of information and communication technology are taught and are appropriately linked to activities and resources. Medium-term and daily plans define clear, attainable learning targets. Daily plans provide regular opportunities to support learning in reading, writing and number work. There are planned opportunities for more able pupils to make rapid progress. The school benefits from high quality support assistants who support less-able pupils. Resources are of sufficient number and quality to raise teachers' confidence. Teachers are keen to develop their knowledge and experience and are successfully doing so.
128. The school is benefiting from recent major initiatives. In particular, it is taking part in the National Grid for Learning project, which is raising the awareness of staff. This initiative has provided the motivation to construct a development plan for the subject. The plan is of good quality and provides the school with a clear plan to make improvements in the future. It is already beginning to have an impact on raising standards. The adoption of recently acquired government guidelines helps teachers to focus on skills acquisition through a more structured approach to learning. Satisfactory use is made of a good number of computers in the classrooms and around the school.
135. **Religious education**
129. Pupils' attainment at the end of both key stages is well in line with the expectations of the locally agreed syllabus. This is a distinct improvement on the standards reported at the last inspection.
130. At Key Stage 1 pupils have a good knowledge of the major Christian festivals and of ceremonies such as baptism and weddings. They understand the meaning and importance of Christmas in the Christian faith and that the religious period of preparation for Christmas is called Advent. In a good lesson pupils listened to the story of Gabriel's announcement to Mary that she was to be the Mother of Jesus. They remembered details of the story well and in groups re-enacted it in costume. Pupils recalled the sequence of events of the story, including Mary's visit to her cousin Elizabeth, making good use of the dialogue from a children's Bible.
131. At Key Stage 2 pupils have a good knowledge of the birth, life and death of Jesus. Their books show satisfactory knowledge of important symbols of Christianity such as

the cross, candles and stained glass. They know that the Bible has two major sections and that each is made up of a collection of different books. Pupils also have a good understanding of Hinduism. In a very good lesson pupils observed the Hindu Puja ceremony which they had experienced on a recent visit to the Hindu temple in Bradford. This visit had made a considerable impression on them and they recreated the ceremony in a highly reverent atmosphere. A number of pupils, including one with special educational needs, contributed to the sequence of ritual events in the ceremony.

132. At both key stages pupils make good progress in learning about Christianity and other faiths and in understanding why people have different faiths. Pupils make generally good progress in individual lessons. They learn through practical activities to build up a broad knowledge of each topic. Over the key stages they develop a good understanding of the importance of the use of symbols in religious observance. For example, pupils describe and compare the significance of water in Christian baptism and in the Puja ceremony. Younger pupils have made and can describe the symbols associated with the Christingle. In a number of classrooms and in the hall there are Advent wreaths. Pupils understand the reason for the evergreen ring and four candles representing the weeks of Advent. They know that the central candle is lit at Christmas and represents 'The Light of the World.' There are also good displays of Christian and Hindu artefacts. Older pupils make good progress in learning about religious values and beliefs. They compose a series of questions which a Christian might ask a Hindu. At Key Stage 2 pupils' books show that they build well on their previously acquired knowledge of Christianity.
133. Pupils respond well in religious education lessons. Their attitudes to learning and behaviour in lessons are good and sometimes very good. Younger pupils listen attentively to stories and are eager to take part in discussion and role play. Older pupils have a genuine interest in learning about Christianity and other world faiths. Religious education makes a major contribution to their spiritual and cultural development because they learn about Christianity and participate in activities and ceremonies of other faiths.
134. The quality of teaching is good overall. In two thirds of the lessons observed teaching was good. One very good lesson was seen and the rest were satisfactory. The detailed planning is based on the locally-agreed syllabus for religious education. The school expects shortly to adopt the new East Riding of Yorkshire syllabus which will afford opportunities for further in-service training of teachers. Teachers' knowledge and understanding are secure. They devise imaginative activities for the pupils. However, in the mixed-age classes insufficient attention is given to the different levels of attainment of pupils of different ages. Their books also show insufficient evidence of learning by individual research. Teachers' class management is good. Lessons are well balanced and paced. Teachers have high expectations of their pupils' work and behaviour. Marking satisfactorily offers constructive feedback to pupils. Assessment of pupils' attainment at the end of each unit of work is good. Teachers use the school's standard assessment sheet and record comments on each pupil's attainment in their assessment book.
135. The curriculum is greatly enriched by visits to places of worship of different faiths and by visits to school by specialist theatre groups and Hindu dancers.

142.

142. **Other subjects or courses**

Art

136. All pupils in the school regardless of age, gender or ability make at least satisfactory progress. However, pupils in Key Stage 1 make the best progress. By the age of seven many pupils exceed standards which might be expected for pupils of their age because of the good support given to them by the subject co-ordinator. Insufficient evidence was gained with which to make a secure judgement that pupils achieve beyond expected standards at the age of eleven. Overall, these judgements about pupils' progress are similar to those made at the last inspection.
137. Pupils in Year 1 paint bright, repetitive lines of primary colours, using different sized brushes. Other pupils closely observe Victorian artefacts and carefully make drawings in pencil. They show particular skills in drawing the lace patterns on Victorian blouses. With adult help pupils in Year 2 make high quality pictures of landscapes in a range of media, showing features such as waterfalls and forests. Pupils have a keen eye for detail. They effectively use techniques such as sponging. They study Paul Klee's 'Golden Fish' and produce interesting pictures in wax crayon representing underwater scenes. Pupils produce very effective abstract pictures of 'line and colour' using black outlines and thick paint in green, yellow and blue. Photographic evidence shows that they made interesting artefacts from natural materials following a visit from a professional artist.
138. Pupils in Years 3 and 4 study a Degas painting of ballerinas and write in their sketchbooks about the characteristics of the painting. They use chalk and charcoal to make sketches of ballerinas in a variety of poses and skilfully employ techniques such as 'smudging'. Pupils in Years 5 and 6 draw ancient and modern buildings. Pupils in Year 5 reproduce effectively features such as the patterns of the bricks. The best examples of pupils' work show shading used to good effect in drawings of doorways and window frames. As a basis for further work on buildings pupils in Year 6 explore a variety of ways of using pastels effectively. They draw outlines of rows of terraced shops and houses with a good awareness of perspective and fill in the areas of shadow and light with their pastels.
139. Pupils from Year 1 onwards practise their art skills in sketchbooks. However, these are used in a variety of ways and do not always provide an effective record of pupils' evolving skills and knowledge.
140. Pupils' response to their lessons is good and occasionally very good. They have positive attitudes to their lessons. Pupils persevere with difficult tasks such as drawing in perspective. They work well together when sharing their resources. For example, Year 3 pupils co-operated well when they sketched each other in their physical education kit, taking turns to be the artist and then the model. They behave well in lessons and this allows lessons to proceed smoothly.
141. The quality of teaching is sound in Key Stage 2 with some good and occasionally very good lessons seen. Teaching is good in Key Stage 1. The effective subject co-ordinator has produced a helpful policy to assist teachers with their lesson planning. Lessons are well structured and teachers encourage pupils to use the appropriate

vocabulary for the skills they are learning. Teachers make good links between art and other subjects such as history and this aids pupils' learning. There is a satisfactory range of well used resources, which are easily accessible in each lesson. Teachers make helpful verbal comments to pupils during lessons and demonstrate techniques to help pupils' progress. They show good awareness of what individual pupils can do and keep appropriate records in their mark book. In some year groups teachers keep samples of pupils' completed work and this gives a secure record of what pupils know, understand and can do. Teachers mount work effectively, for example the black silhouettes against vibrant sunsets, seen in Year 4. This high standard of display adds to the ethos of the school.

142. Art makes a good contribution to pupils' spiritual and cultural development, particularly through the opportunities given for pupils to discuss the work of a range of artists and their paintings.
149. **Design and technology**
143. All pupils, including those with special educational needs, make satisfactory progress and achieve standards which are in line with what might be expected for their ages. This is a similar standard to that at the time of the last inspection.
144. No specific lessons in design and technology were seen in Key Stage 1 during the inspection but further evidence was gathered from talking to pupils, from an observation of workbooks and from lessons in other subjects which included elements of design and technology. The co-ordinator was absent during the week of the inspection so there were few artefacts or photographs of finished products available.
145. During an art lesson in Year 1 pupils demonstrate variable cutting skills. The most able pupils cut around outlines with appropriate skill. They all show good skills in using glue sticks. An examination of pupils' workbooks in Year 2 shows that they use their books well to record what they can do. Pupils design cards, for example for Christmas, select the designs they like best and list the materials they will use. They design puppets and list their most important features, such as black eyes or white aprons. Pupils taste both raw and stewed apples and apple crumble. They evaluate the different textures and give opinions about what they like and dislike.
146. Pupils in Years 3 and 4 are aware of the different functions of packaging. Some pupils identify successfully the variety of materials used in packaging. They make good use of their knowledge of the effective and appealing features of non-fiction texts, such as when they design a new cereal packet. Pupils are beginning to show an appropriate awareness of consumer features which will add to their product's appeal, for example extra vitamin C or a free 'dinosaur spoon'. They draw around templates in order to assemble packets of the correct size. Pupils in Years 5 and 6 draw a range of biscuits accurately and with good attention to detail. They assess appropriately the appearance, flavour and texture of their selected biscuit and express opinions about likes and dislikes. Some pupils are beginning to design an 'Indian' biscuit that they will make for a celebration.
147. Pupils' response to design and technology lessons is good. In Year 3 they are motivated by the task of designing cereal packets. They persevere and amend their work as many times as needed to achieve the desired effect. Pupils in Years 5 and 6

discuss earnestly the appearance of their biscuit and question other pupils and interested adults about how they think it might taste. They are willing to share ideas with other pupils. Pupils concentrate when their teacher is giving instructions and they behave well in lessons.

148. The quality of teaching is satisfactory. The school has recently started to use national guidelines for teaching the subject and planning now follows a two-year curriculum cycle. Consequently, eleven year old pupils are studying Year 5 topics at an appropriate level of difficulty. This does mean that in the following year Year 6 pupils should have established all the skills necessary to study their topics successfully. Teachers introduce their lessons competently using an appropriate range of key vocabulary. There are sufficient, accessible resources, which teachers use satisfactorily in lessons. Time is used well to introduce lessons in a convenient morning slot so that the lesson can proceed smoothly in the afternoon. Teachers link their work well to other subjects, for example to religious education.

155.

Geography

149. Only two lessons could be observed during the inspection. Judgements are made using the additional evidence provided by teachers' planning, discussion with teachers and pupils, scrutiny of pupils' books and displays of their work.
150. Pupils' progress across both key stages is satisfactory, including that of those with special educational needs. This is similar to the finding of the previous inspection. At Key Stage 1 pupils are already developing mapping skills. They draw maps of their routes to school, showing details of landmarks such as shops, the church and the post office along the way. Coloured-in maps correctly show the countries comprising the British Isles. Pupils draw posters showing labels of food packets and tins, indicating their country of origin. There are prominent weather charts which demonstrate pupils' knowledge and recording of different types of weather.
151. At Key Stage 2 younger pupils make a good study of river features from source to estuary. They understand the principle of the water cycle and name rivers in Yorkshire. They received very good support for this learning from a representative of Yorkshire Water who visited the school. Following the visit, pupils carried out a good practical investigation into the purification of polluted water. In this topic pupils satisfactorily build on previous learning. At the end of the key stage pupils studying weather correctly name instruments used to measure temperature, rainfall and wind speed. They understand what the Beaufort Scale means. They satisfactorily recognise symbols used in weather forecasting. They successfully draw a compass rose and name eight points.
152. Pupils' work shows interest in and enthusiasm for geography. There is good detail in the topics studied and pupils take care with the presentation of their work. In practical activities pupils work well in groups, discussing the task sensibly and sharing information and materials effectively. They are interested in the outcome of the investigation. Their attitudes and behaviour are good.
153. The quality of geography teaching is satisfactory overall. Teachers have sound knowledge of the subject and plan well to cover a range of topics over the two-year cycle. However, their planning insufficiently takes into account pupils' different levels of attainment and ages in the mixed classes. In the two lessons seen teaching was sound.

Teachers identified key words and reinforced their use through the lesson. They managed the practical group activities well. The lessons had pace and balance, and met the planned objectives. Wherever possible, teachers link geography with other aspects of the curriculum. They extend pupils' literacy skills in their writing about water conservation and pollution and by reinforcing key vocabulary.

154. Visits to a waterways museum, the Aire and Calder canal and churches in contrasting localities link well with pupils' studies in history and religious education. Teachers assess pupils' work at the end of each unit using a standard assessment format and also describe each pupil's performance in their 'mark book'.

161. **History**

155. Pupils' progress in both key stages is good. This represents an improvement on the standards at Key Stage 2 reported at the last inspection. At Key Stage 1 pupils grow in understanding of the changes that take place over time. In a good lesson they considered Victorian times in the kitchen. Pupils dressed in costume of the period. They correctly named old-fashioned washing implements such as a tub, scrubbing board, posser and mangle. These were borrowed from the museum and pupils' families. The pupils enacted a Victorian wash day. They discovered that in contrast a modern washing day requires much less time and effort. In a general discussion pupils named peoples living at different times in the past such as Egyptians, Romans and Vikings. Some of this information had been gained from brothers and sisters in older classes.
156. At Key Stage 2 pupils develop good skills in examining evidence to reach conclusions about the past. For example, pupils look at photographs of old buildings in Goole and make good deductions about social conditions a hundred years ago. They compare houses of different size and location and decide the reasons for the differences in architectural features. In a good discussion they worked out why the development of Goole docks, rail and canal transport affected the growth of the town. Pupils thoughtfully relate the conditions of past times to their own experience today. Their books and displays show some writing in a variety of styles. An air crash over Goole during the Second World War is graphically described in newspaper reports. In a library display descriptive writing accompanies photographs of Victorian schoolrooms. Pupils with special educational needs make a full contribution to lessons. They make good progress.
157. Pupils enjoy their work and respond well in lessons. They are enthusiastic and interested, particularly in local history. Their attitudes to learning and behaviour are good. They listen carefully to the teacher and to each other and speak confidently in discussion. Pupils evaluate their own work and achievement and are anxious to learn and make progress. Their written work is carefully and neatly presented.
158. Teaching at both key stages is good overall. One very good lesson was observed. Teachers have good knowledge and prepare and use resources well. Planning is sound but tasks and activities sometimes do not meet the range of pupils' abilities in the class. Questioning is skilfully designed to stimulate pupils' thinking and ideas and to draw in all pupils. Teachers use their very good relationships with the pupils to encourage and stimulate them to meet the lessons' targets. Lessons have brisk pace and a good balance between information giving and activities. Teachers' introductions are interesting and informative, recalling and building on previous work. Key words in the

lessons are usually prominently on display and constantly emphasised. The school organises excursions to places of historical interest for pupils of all ages to enhance and support the curriculum. There are good links with other areas of the curriculum and teachers positively to promote these. For example, in learning about Victorian buildings pupils made carefully observed sketches of some of their features. Visits to local sites such as churches and a waterways museum enrich learning in religious education and geography as well as history. At the end of a unit of work teachers assess each pupil's achievement and make a note in their record book.

165. Music

159. The previous report noted that pupils' standards of achievement were in line with national expectations. The finding of the present inspection is that the school has improved on this. Pupils' progress is good at both key stages and occasionally very good at Key Stage 2.
160. In assembly younger pupils sing with energy and enthusiasm. They sing well from memory and quickly learn a new song, which they then sing with good tone and diction. In class they clap rhythms holding a steady beat and suggest suitable actions to heighten the rhythm of a rap they have learned. They understand the difference between slow and fast tempos.
161. At Key Stage 2 older pupils successfully improvise music on tuned instruments. They use notes drawn from an Indian scale, linking well with their work on Hinduism in religious education and English. They understand and correctly use musical terms such as 'tempo', 'rhythm', and 'scale'. Working in small groups one pupil improvises short melodies using the chosen notes. The others play accompaniments on untuned instruments, reading from notation. The pieces are played with good control. Pupils listen carefully to each other's performance and make thoughtful comments. Younger pupils energetically recite a made-up advertising 'jingle'. They quickly absorb the rhythm of its words and successfully clap or click a rhythm on the beat. Most pupils are prepared to sing or recite by themselves. Some pupils improvise melodic phrases on tuned instruments to go with the jingle, so that quite complex pieces of music are built up. The pupils work in groups of three to perform their improvisations. Those listening make critical comments. Pupils with special educational needs work well and enjoy their music. They make good progress. In one lesson a pupil was able to make a good contribution when the support assistant held a triangle for him to play.
162. Pupils respond very well in music lessons. They enjoy all kinds of music-making activities and work hard at them to succeed. They listen very carefully and attentively to each other's performances, often showing their appreciation with applause. They handle the classroom instruments with care and control. Their attitudes to learning and their behaviour are good. Collaboration in group work is sensible and effective.
163. Teaching was good in the lessons observed. In one lesson it was very good. Teachers plan well a range of interesting and challenging activities. They make good use of the classroom instruments, both tuned and untuned, which helps pupils to develop a good sense of rhythm and pitch. Teachers also give the pupils plenty of opportunities for improvisation, enabling them to use their imagination and to express themselves individually. Lesson objectives are usually written on the board and lessons have a structure which firmly supports pupils' progress. Teachers have high expectations of

pupils' behaviour and ability to achieve. Supported by a comprehensive scheme of work, teachers demonstrate secure knowledge and a confident approach. They organise group work well, with each pupil assigned a particular musical task. Good relationships are evident between teachers and pupils and amongst pupils. Teachers also enjoy music lessons and use praise well to encourage pupils.

164. Extra-curricular activities include recorder groups and keyboard playing. Some pupils receive tuition from peripatetic staff on guitar and brass instruments. These lessons very successfully prepare them to participate in bands and ensembles. During the inspection the brass-playing pupils were preparing carols to play at the Christmas Service.

171. **Physical education**

165. By the end of both key stages all pupils, including those with special educational needs, make good progress and achieve standards above what might be expected for their ages. Standards have improved since the last inspection when they were judged to be in line with national expectations.

166. At Key Stage 1 Year 1 pupils develop good control skills and use small games equipment well to catch, control, throw, change direction, run and position themselves. Pupils in Year 2 have well developed ball skills. Most can trap a football successfully with their feet and dribble it around obstacles with increasing levels of control, passing reasonably accurately.

167. At Key Stage 2 pupils in Year 4 perform well a series of country dance sequences. They count to reinforce routines, develop their techniques through discussion and evaluate their dances. They then successfully perform the dance, in sequence, by the end of the lesson. Following a visit from an Indian dance company pupils in Years 5 and 6 quickly learn and develop a range of Indian dance routines. In groups they compare and improve their movements well and consider size, shape, speed, direction and tension. They develop appropriate, imaginative solutions and relate them well to their previous experiences of Indian dance to present interesting routines, interpreting many of the main aspects of Indian dance.

168. Pupils' attitudes to their work are very good overall. They enjoy physical education lessons and work very hard to develop their routines. They are highly motivated and work with high levels of energy and enthusiasm, enjoying their experiences. They listen carefully to introductions and concentrate for long periods, trying hard to improve their standards even in difficult circumstances. For example, pupils in Years 1 and 2 had their outdoor games lesson in almost gale force winds. Their attempts to follow the teacher's instructions and to improve their skills and ball control were exemplary. They showed excellent levels of behaviour and tried very hard.

169. The quality of teaching is good. Lessons are brisk and well planned with a focus on physical activity and improvement in performance through the practice and application of skills. Teachers ensure that children know how the parts of the lesson fit together and how the available time will be used. Where appropriate teachers act as good role models through their enthusiastic participation, good standard of demonstration and appropriate dress. These factors have a significant effect on helping pupils to achieve high standards and positive attitudes. Expectations are high. Time is managed well so

that skills are identified, practised separately and then put together in longer sequences of work. Across the school teachers' knowledge is secure and is well supported through further training.

170. The subject is well led by an enthusiastic co-ordinator who receives the energetic support of like-minded staff. All aspects of the National Curriculum are taught including the teaching of swimming to pupils in Year 5. There is a very good range of extra-curricular activities, which are very well attended by both girls and boys. These include football in the evenings and on Saturday mornings hockey and athletics. The school successfully competes in local tournaments. There are good links with the local secondary school which pupils visit monthly to use the available physical education facilities. Professional coaches are used to improve pupils' standards. For example, the school has made use of tennis, rugby, football and cricket coaches and school teams have played at the Yorkshire county cricket ground.

PART C: INSPECTION DATA

177. Summary of inspection evidence

171. A team of five inspectors, including a lay inspector, carried out the inspection. It took place over a period of four days starting on 29th November 1999.
172. The main evidence considered by the inspection team for the report was gathered from:
- 65 lessons or parts of lessons covering all classes, including pupils identified as having special educational needs;
 - observation of other learning situations, including 'circle time';
 - talking to a large number of pupils about their work;
 - observing separate class, key-stage and whole-school assemblies;
 - listening to a sample of 30 pupils read;
 - scrutinising a wide range of samples of pupils' previous and current work from each year group, including displays of pupils' work around the school;
 - discussions with the headteacher, other staff, governors and parents;
 - a scrutiny of a full range of school documentation, including the school development and improvement plans, policy documents, schemes of work and other associated documentation;
 - examination of attendance records, budget statements, teachers' planning, records of pupils' achievements and reports to parents.
1. Before the week of the inspection the Registered Inspector held a meeting attended by 14 parents and the team also considered the responses that parents made in 106 questionnaires, this number being 35 per cent of all questionnaires sent out to parents.

180. **DATA AND INDICATORS**

180. **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	301	2	60	65

180. **Teachers and classes**

180. **Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):	11
Number of pupils per qualified teacher:	27.36

180. **Education support staff (YR – Y6)**

Total number of education support staff:	6
Total aggregate hours worked each week:	165
Average class size:	30.1

180. **Financial data**

Financial year:	1998/1999
	£
Total Income	496,225
Total Expenditure	471,263
Expenditure per pupil	1,555
Balance brought forward from previous year	24,962
Balance carried forward to next year	22,819

180. PARENTAL SURVEY

Number of questionnaires sent out: 301
 Number of questionnaires returned: 106

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	52	43	5	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	55	43	2	0	0
The school handles complaints from parents well	31	53	14	2	0
The school gives me a clear understanding of what is taught	34	53	8	4	1
The school keeps me well informed about my child(ren)'s progress	43	51	5	1	0
The school enables my child(ren) to achieve a good standard of work	44	52	3	1	0
The school encourages children to get involved in more than just their daily lessons	39	53	6	2	0
I am satisfied with the work that my child(ren) is/are expected to do at home	32	58	5	5	0
The school's values and attitudes have a positive effect on my child(ren)	43	53	4	0	0
The school achieves high standards of good behaviour	42	51	6	1	0
My child(ren) like(s) school	58	36	4	2	0