

INSPECTION REPORT

EAST WHITBY PRIMARY SCHOOL

Whitby

LEA area: North Yorkshire

Unique reference number: 121328

Head teacher: Ms C Milone

Reporting inspector: Mrs Julia Bell
2456

Dates of inspection: 6th – 10th March 2000

Inspection number: 188128

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

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior with nursery

School category: Community

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Stainsacre Lane
Whitby
North Yorkshire

Postcode: YO22 4HU

Telephone number: 01947 602202

Fax number: 01947 821744

Appropriate authority: The governing body

Name of chair of governors: Mr T Gaines

Date of previous inspection: 24.6.96

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mrs J Bell Registered inspector	Areas of learning for children under five Music Physical Education The curriculum for children under five	What sort of school is it? The school's results and achievements How well are pupils and students taught? Leadership, management and efficiency
Mr J Griffin Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents? Pupils' attitudes, values and personal development
Mr J Haves Team inspector	History Information Technology Religious Education	
Mr D Pattinson Team inspector	English Art Special educational needs Equal opportunities	
Mrs A Patterson Team inspector	Mathematics Design and Technology	How good are the curricular and other opportunities?
Mr D Walters Team inspector	Science Geography	

The inspection contractor was:

Schoolhaus Limited
Riverbank
Station Road
Old Ollerton
Nr Newark
Nottinghamshire
NG22 9BN

Tel: 01623 824535

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	16
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	18
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	20
HOW WELL IS THE SCHOOL LED AND MANAGED?	21
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	23
PART C: SCHOOL DATA AND INDICATORS	24
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	28

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in the seaside town of Whitby in North Yorkshire. Employment in the area is seasonal and is linked to tourism. Pupils are admitted from a relatively wide area and from a broad range of social backgrounds. The school has 272 pupils on roll, plus 87 children in the nursery, ten of who attend full time and 77 who attend part-time. There are 93 pupils on the school's special educational needs register, above the national average. Seven have a statement of special educational needs. The pupils are all from white, English speaking families. The school has 91 pupils who are eligible for a free school meal, 32 per cent of the school's population. This is above the national average. Children enter school with a broad range of prior attainment and previous experience. The school's own baseline assessment on entry to the nursery indicates that for many children, language and literacy skills are below what is expected for their age, although speaking and listening and early number skills are broadly average. Social skills vary but most children relate well to adults and are eager to learn.

HOW GOOD THE SCHOOL IS

The school is a friendly and supportive community with a good ethos that effectively supports pupils' learning. They make good progress in the nursery and at Key Stage 2. The substantial amount of good teaching in Years 4, 5 and 6 enables pupils to attain standards that are above average in English and mathematics, and average in science by the time they transfer to secondary school at the age of eleven. However standards are below average information technology. The overall quality of teaching is good, with the most effective teaching in the nursery and at Key Stage 2. The headteacher leads the school well, with effective support from the deputy head and senior teacher. The school is well managed and the day-to-day organisation is good. The governors work well to support the management of the school. However, not all statutory requirements in respect of information technology at both key stages and in science at Key Stage 1 are fully met. Pupils' personal and social development is very good; relationships are very good, they behave well and have very good attitudes to their learning. Financial management is sound and the school provides good value for money.

What the school does well

- Pupils' attainment in English and mathematics is well above average by the time they transfer to secondary school.
- The substantial amount of good, and sometimes very good teaching in the nursery and Key Stage 2 effectively supports pupils' learning.
- Relationships are very good and encourage pupils' learning.
- Pupils have very good attitudes to their work and are eager to learn.
- They behave well, both in lessons and when out to play with their friends.
- Pupils' personal and social development is very good and provision for their social and moral development is very good.
- The provision for pupils with special educational needs is very good; they are well supported and make good progress.
- The school has a good partnership with parents and very good links with the community.
- The good range of extra-curricular activities and out of school visits effectively supports and enhances pupils' learning experiences.

What could be improved

- Standards in English, mathematics, science, information technology and religious education at Key Stage 1.
- The curriculum coverage in information technology at both key stages and in science at Key Stage 1 to ensure statutory requirements are fully met.
- Teaching at Key Stage 1, particularly in the use of assessment to ensure high expectations of all pupils.
- The roles and responsibilities of the subject co-ordinators; particularly in monitoring and evaluating teaching and learning and their impact on the curriculum.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1996. Since then, the school has worked hard to maintain the high standards in English and mathematics achieved by pupils by the end of Key Stage 2. Standards in science are now in line with expectations for pupils at the age of 11. At Key Stage 1, standards have improved in writing but are still below average

in reading, handwriting and science. Current work shows improvement in mathematics but for the last three years test results have been below average by the end of the key stage. The school has improved its provision for children under five and has created an early years unit where the nursery and reception classes are taught. However, the curriculum for the reception class is not sufficiently well planned to provide a range of activities that fully take account of their previous learning. Registration procedures in the nursery are now sound. The overall quality of teaching has improved since the last inspection. The role of co-ordinators has been strengthened but they do not yet have a significant role in identifying where, and how, teaching and learning can be improved. The policy for pupils with special educational needs now fully meets requirements and provides effective guidance that supports the school's good provision for these pupils. The school has made satisfactory progress and is now well placed to continue its planned improvements in monitoring teaching and learning.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	A	A	B	A	well above average A above average B average C below average D well below average E
Mathematics	B	C	B	A	
Science	B	D	C	A	

The children under five in the reception class achieve broadly at the level expected for their age in writing, but their early reading and number skills are below expectations for their age. At the end of Key Stage 1, pupils attain standards in national tests that are in line with the national average in writing but are below average in reading and are well below this in mathematics. When compared with similar schools, their attainment is average in reading, above average in writing and below average in mathematics. Standards in writing have improved since the last inspection but have dropped in reading and mathematics. Few pupils achieve the higher levels. By the age of eleven, the pupils' attainment in English and mathematics is above average and well above the average attained in schools with a similar intake. Standards in science are in line with the average in relation to all schools but well above that attained in similar schools. The trend over time is upward and is in line with national trends in the core subjects at Key Stage 2.

The pupils' current work confirms these standards, with some substantial improvement in mathematics at Key Stage 1. The introduction of daily practice in mental arithmetic has improved pupils' speed of work and their understanding of different ways of applying what they know to new work. The statutory requirements for information technology are not fully met and standards are below expectations for pupils at the end of both key stages. The National Curriculum requirements for science are not fully met at Key Stage 1 and standards of work are below expectations for pupils at the age of seven. Standards in religious education are below the levels required by the Locally Agreed Syllabus for pupils at the end of Key Stage 1, where pupils do not cover work in sufficient depth. By the end of Key Stage 2, pupils attain standards in this subject that meet requirements for their age. Standards in other subjects are mainly sound overall. However standards of work in design technology are below expectation for the ages of pupils throughout both key stages. Standards in physical education and music are often high at both key stages.

The school sets realistic targets for improvement and these enable many pupils in the nursery and Key Stage 2 to learn effectively and to make good progress over time. They achieve standards that are sufficiently high for their level of ability. Pupils' learning is limited at Key Stage 1 by the lack of sufficient challenge in many lessons and their standards of work are not high enough. Pupils with special educational needs are well supported and make good progress in relation to the targets set for them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils have very good attitudes to learning and respond well to their tasks. They are eager to learn.
Behaviour, in and out of classrooms	Behaviour is good in lessons and at break-times. Pupils respect others and care for their friends and their school.
Personal development and relationships	Relationships are very good and reinforce pupils' very good personal development. Pupils take responsibility well; older pupils express sensible suggestions for improvement through their 'playground committee' and take good care of the younger children.
Attendance	Attendance below the national average due to the number of families who take holidays in term time. The school has put in place a range of initiatives to work with parents and pupils to improve attendance.

The pupils' attitudes and response to the good range of activities and experiences provided within the curriculum have a positive impact on their learning. They are eager to come to school and are enthusiastic learners. The very good relationships create a good ethos for learning and supports pupils' achievement. The school's provision for pupils' moral and social development is very good. Their personal development is good and they learn to take responsibility for their actions and to care for others. Attendance is affected by the employment patterns of a seaside and is below national levels.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Satisfactory	Good, and sometimes very good or excellent

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

The quality of teaching is good. It was good in 56 per cent of lessons, including 14 per cent where it was very good or excellent. It was satisfactory in 41 per cent of lessons with only a few where it was unsatisfactory. The good and very good teaching is mainly with children under five in the nursery and at Key Stage 2. The substantial amount of good and very good teaching effectively enhances pupils' progress and promotes high standards of work and behaviour. Pupils' learning is effective and they reach high standards by the age of 11. This reflects the positive impact of the effective questioning and work that is well planned to ensure sufficient challenge for pupils of all levels of attainment. The teaching of children under five is mainly good in the nursery and satisfactory in the reception class. Teachers and nursery nurses work very well as a team and all play a full role in teaching and learning. The quality of teaching at Key Stage 1 is mainly sound, with good teaching in a few lessons. However, the progress of pupils at this key stage has been slow over time and their work does not always reflect sufficiently high expectations by teachers. Teachers and support staff work well together to support pupils with special educational needs and pupils make good progress throughout their time in the school. The teaching of English is satisfactory at Key Stage 1 and mainly good at Key Stage 2. Mathematics is mainly well taught, with a substantial amount of good teaching in Key Stage 1 and in the top years of Key Stage 2. Pupils of all abilities make good gains in their knowledge and understanding in these subjects. Staff teach literacy and numeracy well and plan carefully to ensure that pupils use these skills in other subjects. Pupils with special educational needs are well supported and make good progress. The school has also established support groups where pupils who need extra help in English and mathematics can work with their teachers to practise skills. These pupils learn effectively and make good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a curriculum that is broad and balanced for all subjects except for science in Key Stage 1 and information technology in both key stages. The curriculum is enhanced by a good range of out of school visits and extra curricular activities.
Provision for pupils with special educational needs	Pupils with special educational needs make good progress. They are well supported in class and when withdrawn for extra support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The very clear expectations of headteacher and staff encourage pupils to develop responsible moral and social attitudes. Good provision is made for pupils' spiritual development and the broad range of curricular opportunities enable pupils to appreciate their own cultural traditions and those of other races and traditions.
How well the school cares for its pupils	The school provides a good level of care for its pupils. It monitors behaviour and attendance well. Although the monitoring of pupils' academic progress is sound overall, the information gained from assessment is not used consistently to plan work that builds on what pupils already know.

The school's curriculum does not yet fully meet statutory requirements for science in Key Stage 1 and information technology in both key stages. However, the school effectively enhances the curriculum through the wide range of educational visits that include a residential visit to Derbyshire for the oldest pupils. The quality and range of extra-curricular activities is very good. The school's curriculum caters well for pupils with special educational needs, who are taught the full range of subjects. The school has established very good links with the community. The school monitors behaviour and attendance well and the monitoring of pupils' academic progress is sound overall.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher leads the school well and provides a clear direction for improvement. She is well supported by the deputy head and staff. The day-to-day organisation and management of the school work well and routines are clearly understood by staff and pupils.
How well the governors fulfil their responsibilities	The governors are very supportive of the school and are well informed. They fulfil their statutory responsibilities with the exception of some strands of the curriculum for information technology at both key stages and science at Key Stage 1.
The school's evaluation of its performance	The school has begun to monitor and evaluate its work but this is not yet sufficiently established to impact on the effectiveness of teaching, learning and curriculum development.
The strategic use of resources	Good use is made of all resources and the staff and governors ensure that funding is spent to get best value for the pupils.

The headteacher provides a clear lead in school improvement and manages the school well, with the good support of the deputy head, staff and governors. The governors are very supportive of the school and are well informed. They effectively support the management of the school through their work in committees. The school's monitoring has begun but does not yet enable senior staff and the subject co-ordinators to impact sufficiently on the work in classrooms. The school has sufficient, suitably qualified and experienced staff. All resources available to the school are used well to promote pupils' learning. The school provides good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • They would feel comfortable about approaching the school with questions or a problem. • The teaching is good. • The school expects children to work hard and achieve their best. • The school is well led and managed. • Children make good progress in school. 	<ul style="list-style-type: none"> • Children do not always gets the right amount of work to do at home. • A few parents felt that they do not get sufficient information about how children are getting on.

The inspectors endorse the parents' positive comments. The amount of homework provided is similar to other primary schools and increases appropriately as children move through the school. The type of work given varies and is linked to the topics studied. School related information, in the prospectus and regular newsletters, is of good quality. The prospectus gives parents a clear impression on the school's expectations and character. There are also useful outlines on the curriculum by subject and newsletters keep parents well informed. Parents receive a half termly outline on the curriculum topics to be covered, which keeps them well aware of their pupils' schoolwork. There is too much variation, however, in the quality of pupils' written annual reports. Although the best reports give a realistic view of pupils' progress and clear guidance on areas for improvement pupils, those in most Key Stage 1 classes lack sufficient detail. They merely describe the curriculum areas covered without any indication of pupils' progress or areas for improvement.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The school admits children from across the full range of attainment and previous experience. Although the current intake includes many children with sound language, literacy, number and social skills, the school's assessment of its children on entry shows great variation from year to year. Many children admitted to the nursery have language and literacy skills that are below what is expected for their age, although speaking and listening and early number skills are broadly average. Social skills vary but most children relate well to adults and are eager to learn.
2. The last inspection report stated that the progress of children in both the nursery and reception classes was often unsatisfactory. Since then the school's provision for children under five has improved; a new policy is in place and in September 1999 an Early Years Unit was set up, following work over the past two years on an early years program. However, the current organisation does not fully meet the needs of all children, particularly those in the reception class and higher attainers in the nursery. There are too few opportunities for children to work regularly in groups with others of similar attainment. The children admitted to the nursery have access to a broad and stimulating range of activities and they make a good start to their education. However, the activities planned and presented to the reception class and the more able and experienced nursery children do not build on what they already know and can do. There is often too little time given to the activities needed to support the reception children's experiences across the other areas of learning; this limits opportunities for them to work on useful practical experiences to underpin subject such as early science and technology. The children's skills in early reading and writing are still below expectations for their age but, by the end of the year, are likely to be close to what is expected of five year olds in writing. For many children, their attainment in the mathematical areas of learning is likely to be below what is expected for their age by the time they are five. The children are developing sound creative skills and many attain well for their age. Children have good physical development and by the age of five, attainment is close to expectations for their age. The personal and social development of children under five is good.
3. At the end of Key Stage 1, the results of the 1999 National Curriculum tests in reading were below the national average and in writing were in line with national levels. Pupils' attainment in mathematics tests was well below the national average. Few pupils attained at the higher levels in these subjects. Teachers' assessment of their pupils' performance in science was well below the national average. When compared with similar schools, the performance of pupils aged seven was in line with the average in reading and science, above in writing, and below average in mathematics. Trends over the past three years show that standards in writing have improved but have declined in mathematics. Standards in reading and writing are similar to those reported in the last inspection of the school but have declined in mathematics and science. Pupils' current work in English reflects the test results. Reading skills are limited due to the unsatisfactory teaching of phonics to enable pupils to tackle unfamiliar words. Current work in mathematics shows substantial improvement. The introduction of daily mental arithmetic sessions has improved the speed of pupils' work and given them greater confidence to apply what they know to new work. The standards attained in current work in science at Key Stage 1 are below average for their age at the end of the key stage. Much of the work is planned in topics that cover other subjects as well. This results in a limited amount of work in science and many of the planned activities lack challenge. The requirements of the National Curriculum are not fully met at Key Stage 1.
4. Standards in the most recent tests at the end of Key Stage 2, show that pupils did well in English and mathematics and attained standards that were above the national average, and well above that found in similar schools. The school's implementation of the national literacy and numeracy strategies is beginning to impact well on teaching and learning. This is particularly evident in Years 5/6 where work is challenging, staff have high expectations of their pupils and good questioning ensures that work is understood. Pupils attain close to the national average in science tests but standards are high in relation to

similar schools. Pupils achieve well and make good progress over the four years in Key Stage 2 and there is an upward trend in test results. This good progress is due the substantial amount of good teaching at Key Stage 2 with the effective promotion of experimental and investigative science and good use of relevant scientific vocabulary. The school sets realistic targets for improvement overall. These are appropriate for the level of ability of most pupils. The performance of boys and girls is not significantly different.

5. Pupils' learning in English is broadly satisfactory throughout Key Stage 1 and is good at Key Stage 2, where there is a higher proportion of effective teaching. Group tasks are better matched to what the pupils already know and many teachers have high expectations and provide more challenging work at this key stage. This shows in the improving standards of the Year 6 pupils. Essential reading skills are well taught throughout Key Stage 2 and by the time they transfer to secondary education pupils' reading is sound and they read fluently from a wide range of texts. Pupils develop skills in using books to find information, but library skills are not well developed. Pupils make satisfactory gains in their speaking and listening skills at Key Stage 1 and learning is good in these basic skills throughout Key Stage 2 where they have more opportunities to develop their vocabulary and to contribute ideas in class discussion.
6. Pupils' make sound progress in writing at Key Stage 1 but higher attaining pupils do not have sufficient opportunities for extended writing and tasks are often too easy. Pupils learn well at Key Stage 2 and apply their knowledge of grammar and spelling to their written work across the curriculum. Pupils use their writing skills in other subjects; they write up experiments in science and record information and ideas in history and geography topics. These opportunities are not fully exploited at Key Stage 1. The learning of handwriting skills varies throughout the school and progress is mainly unsatisfactory. This is because skills are not taught in a logical sequence.
7. In mathematics, pupils at Key Stage 1 make mainly sound progress over time and tasks are now more closely matched to their needs. Throughout Key Stage 2, progress is good. The school has focused on mathematics in the past year and this has made a substantial improvement in both key stages. Progress in science is unsatisfactory in Key Stage 1 due to the superficial coverage of the curriculum. However, learning is good at Key Stage 2 and pupils gain a sound knowledge of appropriate scientific concepts. They plan, predict and carry out investigations and have a good understanding of the need for a fair test, and how to make it fair.
8. Pupils' attainment in information technology is below the level expected for their age at the end of each key stage. Statutory requirements are not met, and pupils do not have sufficient access to the programmes of study. By the age of seven, most pupils acquire basic keyboard skills. They can write simple text, but are unsure how to save it. Pupils have very limited experience in other areas of information technology. By the age of eleven, pupils have gained some satisfactory experiences in communicating information. They have little experience in using control technology and have not used sensing equipment to monitor data. Pupils have no significant experience in modelling. There is insufficient use made of computers to support learning in other subjects and inconsistent practice within year groups and this limits pupils' progress.
9. Pupils' standards of attainment in religious education do not meet the requirements of the Locally Agreed Syllabus by the end of Key Stage 1. They have some knowledge of the life of Christ and recall aspects of stories, such as the 'good Samaritan.' However, many pupils do not have a secure knowledge of the basics of Christian faith; they are unclear about the significance of Easter and unsure of several aspects of Christ's teaching. Their knowledge of Judaism is under-developed. Pupils have not consolidated their understanding of basic Christian and Jewish beliefs sufficiently. There is limited evidence of recorded work to support learning in Key Stage 1. Teaching is good at Key Stage 2 and standards meet the requirements of the Locally Agrees Syllabus. By the age of eleven, pupils have a good understanding of Christianity and a sound understanding of some fundamental beliefs in Judaism and Hinduism. They are also aware of some beliefs in Islam and have a knowledge of major festivals in differing faiths and understand their significance.

10. Pupils consolidate and build upon their earlier work in most subjects as they move up through the school. Their achievement in art is broadly satisfactory and they make gains in their learning at both key stages. The pupils have had limited opportunities in design and technology but have made some gains in their learning. Most pupils make sound progress in geography in Key Stage 1 and progress is often good in Key Stage 2. The amount of recorded work in geography is thin at Key Stage 1, although a few Year 2 pupils are developing sound mapping skills. Progress in history is unsatisfactory at Key Stage 1, where work lacks challenge and is too easy. At Key Stage 2, pupils make satisfactory gains in their knowledge and understanding of changes over time and gain an empathy with peoples of the past through the good range of topics studied. In physical education, pupils' progress is at least sound in Key Stage 1 and is good at Key Stage 2. The skills learned in the good range of extra curricular sporting activities are used well in class lessons. Pupils make good progress in music throughout the school, with some very good progress in Year 6. The good progress in music reflects the effective use of specialist teachers.
11. Pupils with special educational needs are well supported in both their group and individual language and literacy activities. Those with immature and hesitant speech are also encouraged and given confidence by all the adults who work with them. The pupils with special educational needs make mainly good progress against the realistic targets set for them, which are clearly identified in their individual education plans. These are often useful, with work that builds on what pupils have already learned and enables them to achieve success. When supported in class or withdrawn to work with a classroom assistant, they develop sound language skills. These pupils learn through activities in English, mathematics and topics that are linked to work in their classes and meet the requirements of their individual education plans. The school has established useful additional teaching groups to enable pupils in Key Stage 2 to have extra support in literacy. They are well taught and are making good progress in applying what they have learned when back in class and this supports their achievement.

Pupils' attitudes, values and personal development

12. Pupils' attitudes to school are very good; they enjoy coming to school. They are proud of their school. Almost all pupils show interest in their work in lessons. They settle to their work without delay at the start of the day and at the end of breaktimes. In all year groups, many pupils listen attentively and are comfortable answering and asking questions of their teachers. During practical activities, in particular, most pupils show good concentration and perseverance. In the daily literacy and numeracy hours, most pupils work well in their groups when the teacher is working with another group. Pupils with special educational needs have good attitudes to learning. They are keen to learn, try hard in lessons and enjoy succeeding. The clear and consistent approaches of teachers to behaviour and classroom routines provides pupils with a secure base from which to develop their liking for school and interest in learning.
13. Behaviour in classrooms, during lunchtime and playtimes is good overall. In lessons, nearly all pupils behave well. Behaviour is very good in the early years unit, Key Stage 1 and at the upper end of Key Stage 2. Pupils move about the school in a calm way. They are polite and many hold doors open for visitors and for each other. During the inspection, the behaviour of pupils at lunchtime and playtimes was good. There were no signs of any bullying, racism or sexism. Pupils and parents confirm that the rare incidents of bullying or other antisocial behaviour that occur are well handled by staff. Pupils are clear that they would inform adults in such an event. There was no exclusion in the previous school year. Pupils take good care of property and resources and help keep the school in attractive condition. Parents are very positive about pupils' behaviour and the good partnership with parents means that the school's policy on behaviour is supported at home. The good and reliable behaviour of nearly all pupils helps create a good atmosphere for learning.
14. Relationships between adults and pupils and among pupils are very good. Adults in the school act as very effective role models. Teachers value pupils' responses, even when their answers are incorrect, and effectively praise effort and good work. As a result, pupils respond in a positive manner in a safe learning atmosphere. Pupils show caring and considerate attitudes towards each other and adults in the school community. Most pupils work very well in pairs and small groups. They become more able to collaborate

as they move through school. Pupils with special educational needs are well supported by the other pupils during lessons and playtime. The praise and encouragement of staff, enhances the low self-esteem of some of these pupils.

15. Pupils' personal development is good. From when they are admitted to the nursery, most children settle well and rapidly become independent. Nearly all pupils show respect for rules and others. Pupils are involved in making rules for their classroom and the playground. They respond well to the opportunities to help and take responsibility in the day-to-day running of their classroom. Parents like the natural way older pupils take care of younger pupils. Pupils in Year 6, take on a good range of school responsibilities, such as, monitors at wet playtime and in assembly. Pupils submit written applications for these posts outlining why they consider themselves good candidates. This provides pupils with a good opportunity to make choices and write persuasively on their strengths. Six of these pupils also run a playground committee. They have already shown significant initiative in defining the improvements needed for both junior and infant playgrounds. They enjoy consulting and explaining their proposals to others, such as, the infant pupils, the staff, parents as partners and the governors. Year 6 pupils show impressive maturity in lessons such as religious education. For example, they listened intently, contributed enthusiastically and reflected appropriately during a lesson on the significance of Holy Water in the beliefs of different religions. Many pupils, at the upper years of Key Stage 2, are members of school's music or sports teams, developing discipline, personal application, team spirit and a sense of fair play. Pupils are actively involved in fund raising for an annual charity and parents report that they show good levels of responsibility on educational visits and sporting trips.
16. Attendance is unsatisfactory. The attendance level is well below the national average and has remained broadly unchanged in recent years. The school recognises that the significant factor behind the unsatisfactory attendance is the parents' practice of taking family holidays during term time holidays. This is due to the fact that many parents are employed in the seasonal tourist industry of the seaside town of Whitby and find it difficult to take holidays at any other time. Unauthorised absence is very rare and well below the national average. Punctuality is very good; pupils come to school on time and settle to their work promptly and calmly. This positively contributes to pupils' progress.

HOW WELL ARE PUPILS TAUGHT?

17. The quality of teaching has improved since the last inspection. Teaching is good overall. The quality of teaching is at least sound in almost all lessons and is good in over half, with very good and occasionally excellent teaching in 14 per cent of all lessons. The good and very good teaching is mainly with children under five in the nursery and at Key Stage 2. The substantial amount of good and very good teaching effectively enhances pupils' progress and promotes high standards of work and behaviour. In the most effective lessons, teachers provide a good range of challenging and interesting activities that are well matched to what the pupils already know. In these lessons the teachers' high expectations of their pupils encourage them to think critically about their work. In the best lessons, pupils are encouraged to take responsibility for their learning and there are good opportunities for discussion. Teachers take a positive approach towards the development of the pupils' education. They encourage them to persevere with their tasks within a warm and supportive atmosphere that is conducive to learning. They plan their lessons effectively and make clear what they expect pupils to learn. Teachers and support staff work well together to support pupils with special educational and share all aspects of the teaching and organisation of the pupils' learning.
18. The quality of teaching in the nursery is mainly good. As a result, the children achieve well and often make good progress in their skills and understanding across all the areas of learning. Teaching is broadly satisfactory in the reception class and enables children to make mainly sound achievement over time, although they do not make sufficient gains in all the areas of learning to enable them to reach the standards expected for their age by the time they are five. The quality of teachers' daily assessment of children's progress is good and detailed records are kept about each child in the Early Years Unit. However, the information gained from these assessments is not always used sufficiently well to group children. The tasks do not always meet the different needs of children who are of reception class age.

There are too few opportunities for children to work regularly in groups with others of similar attainment. This sometimes slows progress for the higher attaining or more mature children. Time is not always sufficiently well managed to provide opportunities for the range of useful practical experiences to underpin subjects such as early science

19. The quality of teaching at Key Stage 1 is mainly sound, with good teaching in a few lessons. However, the progress of pupils at this key stage has been slow over time and their work does not always reflect sufficiently high expectations by teachers. They do not use the information gained from assessment to plan work that builds sufficiently on what pupils already know. For example, science is taught within topics covering more than one subject; activities lack challenge and are often more suited to children of reception class age. This results in below average attainment by the age of 7 because pupils have not covered sufficient work. The tasks in other subjects are not always effectively matched to pupils' previous learning and in a few lessons pupils are not always clear about what they have to do. This limits progress in these lessons. Where teaching is most effective, teachers are clear about the skills pupils will learn and how these will be taught. This was evident in a well-planned mathematics lesson where Year 1 pupils learned to use different value coins to 'make a total of 10 or 15 pence in order to 'buy' goods. The effective questioning ensured pupils' understanding and the meaningful activities enabled pupils to quickly gain new knowledge. The pupils were well managed; support staff were well deployed and effectively supported pupils with special educational needs.
20. In Key Stage 2, teaching is frequently good and in many lessons with Years 5 and 6 is often very good and occasionally excellent. There is good teaching in all year groups at this key stage, with the best teaching in Years 4, 5 and 6. Lessons are often very well planned and teachers have high expectations of the pupils. For example in an excellent English lesson with a lower attaining set of Year 5/6 pupils, the teacher's planning showed clearly how pupils' knowledge and skills in creating a book for younger children had been developed in earlier literacy sessions. This followed field work in the locality where pupils studied the River Esk. The teacher's excellent subject knowledge ensured that the work was well matched to the pupils' needs; it enabled her to successfully challenge the pupils to think about the layout of their particular page in the class book and purpose of their writing. The teacher effectively reinforced specialist vocabulary and very well timed questions ensured pupils' understanding. Their learning was effective and they made very good gains in their use of vocabulary and in writing sections of their page.
21. In the substantial number of very good lessons at this key stage the very effective questioning of the teachers identified what the pupils already knew and made good use of examples of pupils' work. In a very good physical education lesson, pupils in the two Year 4 classes made very good progress in their dance skills. The very good rapport established with the pupils effectively reinforced their learning and promoted their self-esteem. The lesson was very well planned by the teachers and encouraged pupils to think about how to achieve quality as they worked on traditional country dances. Well-timed, effective feedback enabled pupils to refine their performance.
22. The teaching of pupils with special educational needs is mainly good and many make good progress in relation to the targets set for them. Those with statements of special educational need are well supported, both when they are withdrawn for extra tuition and when helped within the classroom. Resources are matched well to their needs and regular liaison with class teachers ensures that the work done in withdrawal sessions is well linked to that done by the rest of the class. The work of the support assistants is very effective in the extra literacy classes and they work closely with teachers to support lower attaining pupils and provide direct teaching in small withdrawal groups. The staff motivate the pupils well and effectively promote their self-esteem. As a result these pupils achieve well and make good gains in their reading and writing. Relationships between staff and pupils with special needs are good and support the pupils' learning. The effective support to pupils with special needs has a positive impact on the progress they make.
23. Teachers' subject expertise is mainly sound at Key Stage 1 and is often good in Key Stage 2. The teaching of English is satisfactory at Key Stage 1 and often good at Key Stage 2. Mathematics is mainly well taught, with a substantial amount of good teaching in Key Stage 1 and in the top years of Key Stage

2. Pupils of all abilities make good gains in their knowledge and understanding in these subjects. Staff teach literacy and numeracy well and plan carefully to ensure that pupils use these skills in other subjects. Most teachers use a sound range of strategies that include whole class, group and individual work. Pupils are mainly well managed and discipline is good. Time is well managed in many lessons but the pace is sometimes slow at Key Stage 1. Resources are well chosen and managed to support pupils' learning. In the most effective lessons, pupils are encouraged to make choices of equipment and materials and to take responsibility for getting out and returning them.

24. Teachers and support staff work hard to provide a high level of care for pupils and to reinforce pupils' personal and social development throughout the curriculum. Relationships with pupils are good, and sometimes very good. Staff encourage pupils' self-esteem through well-timed praise and feedback about their work. Support staff are well deployed and briefed and their role complements that of the teaching staff. Throughout the school, teachers give homework that has a positive impact upon pupils' reading, spelling and learning of number facts. In Key Stage 2, pupils' skills in finding information supports topic work in areas such as history.

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

25. The school has sustained and built upon many aspects of the broad and balanced curriculum described in its previous inspection report. It provides a curriculum that is broad and balanced for all subjects with the exception of science in Key Stage 1 and information technology in both key stages. These subjects lack sufficient depth and challenge for pupils and therefore do not meet statutory requirements. The curriculum meets the requirements of the Locally Agreed Syllabus for religious education. The school makes good provision for pupils' personal, social and health education and includes appropriate provision for sex education and drugs awareness. Parents are pleased with the curriculum offered to their children.
26. Throughout the school, there is a good emphasis on literacy and positive efforts have been made to implement the numeracy strategy and to use the guidance as a framework for lessons. For example teachers follow the recommendations well. They use the initial session in each mathematics lesson to develop pupils' speed in making accurate calculations in mental arithmetic, to reinforce the importance of using mathematical vocabulary and use the plenary well at the conclusion of each lesson. These opportunities make a significant contribution to the pupils' progress.
27. The quality and range of extra-curricular activities is very good. Pupils have opportunities to be involved in a variety of sports, such as football, netball, hockey, long distance running and tennis. They have opportunities to learn to play a musical instrument. Pupils take part in the Eskdale Tournament, the Folk Dance Festival, May Queen celebrations and the annual candle-lit carol service in the parish church. Older pupils have the opportunity to attend a residential visit in Derbyshire and staff plan a wide range of educational visits to enhance and enrich the curriculum. For example, a group of Year 5 and 6 pupils have visited the House of Commons and met their local member of parliament.
28. The school has established very good links with the community. Year 5 and 6 pupils carry out extensive research into their Esk Valley project, which makes a positive contribution to other subjects in the curriculum, such as numeracy, literacy, science and art. The school has recently established a link with a town in Hawaii, to trace the voyage of Captain Cook and to compare the different life styles of the two communities. Parents are appreciative of the school's provision of opportunities for their children to be involved in extra-curricular activities.
29. Teachers have worked hard to improve their long, medium and short term planning; this includes the provision for setting pupils in Years 5 and 6 within ability groups for mathematics and English and this is having a positive impact on improving pupils' attainment and progress. The curriculum builds systematically on this planning as pupils move through the school. It now provides a clear picture of what will be taught in each year group. However, teachers do not always interpret these plans consistently,

particularly for the above average pupils in Key Stage 1. This means that pupils' experiences in several subjects are not sufficiently challenging.

30. The school's curriculum caters well for pupils with special educational needs, who are taught the full range of subjects. Teachers of pupils who receive support through the regular withdrawal of groups from lessons closely with support staff ensure to ensure that work is closely linked to that of the rest of the class. Planning is adapted to take account of their changing needs and the targets identified in their individual education plans.
31. The school welcomes visitors to the school, for example, the dentist, police and fire-service. There are good links with other schools, with activities such as joint singing and drama performances and opportunities for pupils to work with specialist teachers from the receiver secondary school. These experiences make an important contribution to pupils' progress and their social, cultural and personal development.
32. The overall provision for pupils' spiritual, moral, social and cultural development is good, reflecting the judgement in the previous inspection. The provision for their spiritual development is good, and parents are pleased with the provision made for their children. The regular acts of collective worship make a sound contribution to pupils' spiritual development. For example, in one assembly based on the theme of 'No Smoking Day', pupils were invited to reflect on those people who developed various illnesses as a result of their regular smoking habit. Spiritual development is implicit in the school's philosophy that values each individual. For instance, on entering the hall, pupils are expected to sit quietly and listen to music specially chosen for the week, and they have opportunities to join in prayers. Infants and juniors take turns to sing to each other and the school values the contribution of each group. Pupils set their own targets for improvement and these are displayed around the school. They include aims such as 'I would like to finish my work by the end of this week'. Teachers clearly value pupils' contribution of ideas and opinions during lessons. For example, in a Year 6 mathematics lesson, pupils were invited to reflect on their work in silence for one minute! Similarly, in a religious education lesson, pupils were encouraged to share their thoughts about helping each other and Year 2 pupils thought about how they would react if they were in darkness. The school has good contacts with the church and the people who visit the school to promote the importance of spiritual awareness. The candlelight procession to the local church at Christmas creates a collective atmosphere of awe and wonder. This sense is also evoked through some sensitive art- work displayed around the school.
33. Provision for pupils' moral development is very good and is a strength of the school. The head teacher and all adults working in the school set very good examples, and this makes pupils aware of the importance of rules, which promote the values of honesty, justice and the care for others. Pupils are taught the difference between right and wrong. All pupils move around the school in a very orderly manner and show consideration for each other, particularly those younger than themselves. Teachers take opportunities, as they arise in the curriculum and in assemblies, to reinforce positive values. For instance, in a Year 3 class, the teacher praised the pupils for their good behaviour. Pupils are encouraged to take responsibility for their actions and this is evident in their involvement in the playground committee that takes care of playground equipment and oversees appropriate behaviour. The head teacher works in classes and maintains a high profile through the school, thus ensuring that school rules are applied and that pupils are praised and encouraged for good behaviour.
34. Provision for pupils' social development is also very good and a clear strength of the school. This has a very positive impact on pupils' progress in lessons and on the relationships in the school. Pupils are encouraged to work collaboratively, to support each other and to value the contributions of their classmates. The head teacher sets a very good example by her personal approach to raising the self-esteem of pupils. All adults working in the school mirror this example, and the pupils are valued for their contribution to the school community. For example, in a Year 4 class, pupils gained in self-confidence when the teacher summarised and shared the work they had achieved during the lesson. Pupils are taught to respect themselves, other people and property. This makes a positive contribution to their understanding of good citizenship. Pupils in Years 5 and 6 conduct sensible and mature debates about the

development of the Whitby Marina, the benefit of zoos, school uniform and a new supermarket. Pupils are encouraged to take responsibility seriously and sensibly use their judgement to recommend good behaviour that they see to class teachers. They are given roles of responsibility both in classrooms and around the school. For example, they make application for posts of responsibility as monitors, write their own letters of application, and if appointed, have their photographs and areas of responsibility displayed around the school. They have opportunities to participate in the community for example, through sports activities and are encouraged by the school to participate in local events such as The Eskdale Tournament. Their social development is promoted very well through a residential outdoor activity visit in Derbyshire, where they are taught the importance of team spirit and the importance of being able to trust each other. They support those less fortunate than themselves, and have raised funds for charities, such as the National Children's Home in Scarborough.

35. Provision for pupils' cultural development is satisfactory. Their own cultural traditions are promoted within the school itself; for instance in playground activities such as maypole dancing, ball games, skittles and skipping. They learn about the work of different artists, such as Monet, about the lives of famous composers and their music. The school organises a range of visits into the local community, which supports the curriculum well. A number of visitors come into the school, including a local fisherman, and a parent who brings lambs at springtime. The provision for pupils' multicultural development is not so well developed. They have learned about other countries such as Italy and Germany, have learned Egyptian and Chinese numbers and about the celebration of the Chinese New Year. However, pupils' knowledge and understanding of major world faiths is fragmented. The school has recently arranged to purchase resources to improve both teachers' and pupils' cultural awareness.
36. Procedures for supporting pupils' personal development are good. There is good classroom support from staff employed through the Additional Literacy Support initiative. Pupils enjoy earning the stickers and silver and gold certificates for good work and behaviour. They have targets for personal behaviour to encourage them to keep trays tidy and to complete their work on time. These contribute significantly to the schools' aim for all pupils to do their best.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. Procedures to promote and ensure pupils' well being are good. They are effectively encouraged to be sensible, to help, share, take turns and to respect and care for others. This leads to a calm and supportive atmosphere in school and has a positive effect on pupils' learning. Pupils confirm that they are well cared for if they are ill or otherwise distressed. Parents are pleased with the staff's good knowledge of pupils that effectively promotes each child's self-esteem and individuality. They like the way the school encourages pupils to learn about the importance of good relationships and respect for others. As a result, there is a real sense of school community based on shared values. The school has effective arrangements for induction to reception and other classes. Year 6 pupils, who mostly transfer to the local comprehensive school, are well supported.
38. Procedures to ensure pupils' health and safety are mainly good. The health and safety policy adequately defines responsibilities in school. Members of staff and of the governing body conduct annual visual inspections and report any issues to the headteacher. Teachers make pupils aware of health and safety issues in practical lessons, such as physical education and science. This contributes to their development of safety conscious attitudes. The inspection of portable electrical equipment is routinely carried out by external agencies and fire alarms are tested. The practical arrangements, including first aid, to deal with any incidents or accidents are well established and appropriate. The separate play areas for infant and junior pupils makes the playground a safer place.
39. Child protection procedures are good. The policy is linked to local authority guidelines and defines the school's arrangements and responsibilities. The school has a trained and experienced designated staff member who is responsible for child protection procedures. These arrangements are known to staff. Pupils get appropriate opportunities to develop an adequate understanding of these matters in assemblies and in classroom discussions as part of their personal and social education.

40. Procedures to monitor and promote good behaviour and discipline are good. As a result the school has a good ethos that supports pupils' learning. A clear policy on relationships, order and discipline, which includes bullying, is implemented and almost all pupils respond positively. A clear range of rewards is in operation. In lessons, teachers use praise effectively and maintain clear and consistent boundaries between what is acceptable and unacceptable behaviour. For the very few pupils with significant behaviour difficulties, parents and outside support services are effectively involved. Individual behaviour plans are put in place until behaviour improves. The policy also effectively covers anti-bullying procedures and includes measures to prevent bullying and to deal with disputes. Pupils confirm that bullying incidents are rare and that such incidents are effectively handled by staff. These issues are talked about in assemblies and class discussions as part of pupils' personal and social education. Pupils are comfortable when informing adults, if either they or their friends are subject to bullying or any other antisocial behaviour.
41. The educational and personal support and guidance for pupils is satisfactory overall. The arrangements to monitor and support pupils' academic progress are satisfactory. There is an established testing and record system. On entering the school an assessment is made using criteria provided by the local authority. Teachers make assessments of pupils' progress in English and mathematics but the information is not used consistently to plan work that builds sufficiently well on what pupils already know. This inconsistency results in occasions when pupils in Years 1 and 2 are doing the same work. Analysis each year of the national results has consistently shown writing to be the weakest part of English, but there is no evidence in Key Stage 1 in topic planning to give regular opportunities for writing in science, history, religious education and geography. Teachers are beginning to track the progress over time of individuals and groups of pupils. As a result, there is additional literacy support for groups of pupils in the lower end of Key Stage 2 and booster classes towards the end of this key stage. The sharing with pupils, of individual academic targets, is insufficiently developed. Although targets are set in all classes but these are primarily about attitudes to work rather than to academic progress linked to different subjects.
42. Pupils with special educational needs are well cared for. They are carefully monitored to ensure that they are making the best possible progress towards meeting their individual targets. Regular reviews are held to ensure that pupils get provision, which is suited to their individual needs. Outside agencies are involved, as needed, and parents are fully informed once a specific need is identified.
43. Procedures to monitor and support pupils' personal development are good. Good work and attitudes are regularly celebrated in assemblies. This recognition and reward provides pupils with frequent and public confirmation of what is good in their lives and helps raise their self-esteem. The assemblies also provide pupils with good opportunities to reflect on the lives and deeds of others. In their record of achievements, pupils have good opportunities to record and reflect on their achievements in and outside of school. Parents value highly the rounded education provided and consider that the school's work to support pupils' personal and social education is an important part of their children's achievement.
44. Procedures to monitor and improve attendance are now good. Registers are fully completed and weekly attendance figures are calculated and publicly displayed for all classes. The Educational Welfare Officer is involved where appropriate. Parents are clear on the need to inform school when pupils are absent and are well aware of school's views and rules about holidays during term time. Recognition and rewards are given for full attendance. There are early signs that the increased focus on attendance is having some success. Attendance to date for this school year has risen, by 0.5%, compared with the previous year.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. Overall the partnership with parents makes a good contribution to the quality of education provided and the standards achieved. Since the previous inspection, the school has sustained its partnership with parents and the impact on pupils' learning.
46. Over a quarter of parents replied to the questionnaire and about an eighth of parents attended the pre-inspection meeting. Parents are positive about what the school provides and achieves. They feel

comfortable approaching school with questions or concerns. A significant majority of parents strongly agree that the school is well managed, has high expectations, helps pupils become more mature and responsible and teaching is good. Only a few parents were unhappy with some aspects of the school's work. Inspectors' judgements about matters raised by parents are reported in the summary and, as appropriate, throughout the report.

47. The school's links with parents are effective. School related information, in the prospectus and regular newsletters, is of good quality. The prospectus gives parents a clear impression of the school's expectations and character. There are also useful outlines on the curriculum for each subject. Newsletters keep parents well informed on school life and raise important issues, such as, the taking of holidays during term time. Parents receive a half termly outline on the curriculum topics to be covered which keeps them well aware of their pupils' schoolwork. There is too much variation, however, in the quality of pupils' written annual reports. The best reports give a realistic view of pupils' progress and clear advice on areas for improvement, especially for the average and below average pupils. However the reports in most Key Stage 1 classes are unsatisfactory, as they merely describe the curriculum areas covered without any indication of pupils' progress or areas for improvement. The school has been informed on the additional elements needed to make the governors' annual report to parents fully compliant with latest requirements.
48. The school's usual approach is to consult parents when introducing any changes or improvements. For example, parents were very fully and effectively consulted, prior to introducing the home school agreement and a new homework policy. This has resulted in an improved home school agreement which nearly all parents have signed. Meetings were held about homework and the hours to explain school's approach and how parents can help at home. Supporting written material was provided for all parents. Parents are effectively involved if concerns arise about their children. Pupils indicate that most parents check that homework is done and help where appropriate. Nearly all parents are positive about homework levels and its arrangements. The school has very good arrangements to ensure maximum parental attendance at the termly consultation evenings. After-school and evening sessions are held over two days to give parents a good choice. School concerts are well attended.
49. All parent governors positions are filled, sometimes after elections, which is an indication of parents' interest in supporting the school. There is an active Parents as Partners group which works well with school. They organise and run a good range of fundraising and social events. Some of these events, such as the pupils' termly discos, also help to establish and maintain informal links between staff, parents and pupils. The group also helps to organise adult education courses and appeals for adult helpers in school. Up to twenty adults provide regular support, particularly with reading, supporting groups of pupils during the literacy hour and with computer work, sorting books, providing transport to games and on school trips. Parents are contacted before it is agreed to place pupils on the special needs register. They are closely involved at all stages of the process, leading to fully effective and mutually beneficial links.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. The school is well led and managed by the headteacher, with the support of the deputy head, staff, and governors. The headteacher provides a clear direction for school improvement. She has a good understanding of the needs of the school and, since her recent appointment, has worked hard with staff and governors to put in place a range of initiatives to support the progress and attainment of all pupils. The school aims reflect a commitment to ensuring a breadth of experience across the curriculum and are substantially met in the day-to-day life and work of the school. The headteacher, staff and governors work as close-knit team and this ensures a good ethos in the school.
51. The school development plan provides a useful framework for school improvement and is based upon an accurate assessment of the school's needs. It has clear targets for school improvement; it includes details of the named person responsible for managing the development, financial implications and regular times for review of progress. Staff and governors are involved at an early stage in this important level of strategic planning. Governors are linked to the subjects of the curriculum and are knowledgeable about the developments that are taking place. They are very supportive of the school and take an increasingly active part in its governance. The governing body fulfils its statutory responsibilities for the curriculum, with the exception of some strands in the National Curriculum requirements for information technology at both key stages and in the coverage of science at Key Stage 1.
52. Relationships within the school are very good and support the provision of a learning environment that provides equality of opportunity for all pupils and promotes their self-esteem. The ethos of the school effectively enhances pupils' achievement and personal and social development. The day-to-day management and administration of the school are good and well supported by the school's administrative assistant. A comprehensive staff handbook provides useful information to ensure that procedures are clearly understood.
53. Since the last inspection in 1996, the school has made sound progress against many of the issues identified. Most issues have been dealt with and are kept under review. The role of subject co-ordinators and senior staff requires further work in respect of monitoring developments in their specialist areas. Their monitoring is not against clearly understood criteria; it does not yet include an evaluation of teaching and learning and their impact on pupils' progress, particularly at Key Stage 1. The monitoring of the work of the school by senior staff does not yet ensure that they have a clear awareness of developments from the nursery to Year 6. The provision for children under five has improved but the Early Years Unit has been only recently established and the organisation does not yet meet the needs of all children.
54. The number of pupils with special educational needs is above the average for a school of this type and size. The provision for these pupils is very well managed by the deputy headteacher. They are well supported and this enables them to make good progress. The well-trained classroom support staff work well with pupils who have special needs. These members of staff are well deployed; they work effectively alongside teachers in classrooms, and with pupils when they are withdrawn to work individually or in small groups.
55. Staffing, accommodation and learning resources are good. There is an appropriate match between the numbers, qualifications and experience of the teaching staff and the needs of the curriculum for all pupils. Good use is made of the specialist expertise of teachers, for example in music. The school has a good number of appropriately qualified and experienced support assistants and nursery nurses. They support pupils well. The school has sound arrangements for the induction of newly appointed staff. The arrangements for the professional development of all staff are good and match the priorities of the school development plan.
56. The school provides good accommodation for both teaching and resource management and the premises are well cared for. However the library is housed in a very small room and does not enable teachers to teach research skills with the whole class. This impacts on pupils' attainment in using books to find information to support their learning. The school has sufficient hard and soft play areas and children under five have their outdoor play areas. Learning resources are often good. Most resources are

accessible and well managed to promote pupils' independence. Reading materials, to support the Literacy Strategy, are well-organised and accessible to staff and pupils. Resources beyond the school, in the local environment, and in the local community, are used well to support the curriculum.

57. The school makes mainly good use of the resources available to it. Funds are well managed by the headteacher with good support from the finance committee of governors. Members of this group work closely with the head to plan and monitor the budget. Governors have established good contingency arrangements to ensure school's budget can meet future developments. Financial planning is sound and decisions for spending are closely linked to the educational priorities identified in the development plan. The governors try to ensure that these decisions provide the best value for the pupils. Funding allocated for pupils with special educational needs is used efficiently to promote their progress and attainment through a good level of adult support and well-chosen learning resources. The day-to-day transactions are well managed by the headteacher and the school administrative officer.
58. Good use is made of the available resources for learning to provide an effective learning environment and to support pupils' attainment. Taking into account the attainment of pupils on entry, the progress they make, and the quality of the education provided, the school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

59. Governors, headteacher and staff should continue to raise standards and achievement and should work together to:

1. Raise standards in English at Key Stage 1 by:
 - ensuring that pupils are taught a sufficient range of ways to help them to read unfamiliar words; (Paragraphs 3,65,82)
 - ensuring that teachers have sufficiently high expectations of pupils and work is challenging. (Paragraphs 6,19,29,79)
2. Raise standards in science at Key Stage 1 by:
 - monitoring the curriculum more regularly to ensure that the statutory requirements are fully met; (Paragraphs 3,51,97)
 - increasing the amount of time spent on science by identifying it more clearly in topic work; (Paragraphs 3,97)
 - having higher expectations of pupils based on a more effective use of assessment information to plan work that builds on what pupils already know. (Paragraphs 3,7,19,29,41,97)
3. Raise standards in religious education at Key Stage 1 by:
 - ensuring that the requirements of the Locally Agreed Syllabus are covered in sufficient depth; (Paragraphs 9,25,51,141)
 - ensuring that the range of work planned is sufficiently broad and that pupils are given opportunities to record what they know. (Paragraphs 9,25,142,144)
4. Improve standards in information technology throughout the school by:
 - providing more opportunities for pupils to use to support their learning in other subjects;
 - ensure that statutory requirements are fully met as resources become available. (Paragraphs 8,101,113,119,121,123,146)
5. Improve the monitoring and evaluation of teaching and learning and their impact on standards by:
 - providing opportunities for co-ordinators to gain an overview of teaching and learning and to improve development in their subjects throughout the school;
 - developing the role of the curriculum co-ordinator and other senior staff to enable them to have an overview of the effectiveness of work across the age range of the school. (Paragraphs 8,25,51,53,88,103,107,140,146)

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan:

1. Ensure that handwriting skills are consistently taught throughout the school. (Paragraphs 6,84,85)
2. Ensure that the provision for children under five fully meets the needs of all children, by using the information from assessment to plan activities that build on what they already know. (Paragraphs 2,18,61,62,68,69)
3. Ensure that pupils have sufficient opportunities for using books to find information by reviewing and improving the library accommodation. (Paragraphs 5,56,82)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	79
Number of discussions with staff, governors, other adults and pupils	22

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5%	10%	43%	42%	5%		

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	44	272
Number of full-time pupils eligible for free school meals	10	81

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	1	6
Number of pupils on the school's special educational needs register	8	93

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence	%
School data	92.3
National comparative data	93.8

Unauthorised absence	%
School data	0.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	22	18	40

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	18	16
	Girls	17	17	17
	Total	33	35	33
Percentage of pupils at NC level 2 or above	School	83 (84)	88 (86)	83 (79)
	National	86 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	16	15
	Girls	16	17	17
	Total	31	33	32
Percentage of pupils at NC level 2 or above	School	78 (83)	83 (80)	80 (92)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	31	26	57

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	26	26	26
	Girls	22	22	23
	Total	48	48	49
Percentage of pupils at NC level 4 or above	School	86 (79)	84 (62)	86 (67)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	23	24
	Girls	22	19	17
	Total	46	42	41
Percentage of pupils at NC level 4 or above	School	81 (67)	74 (64)	72 (67)
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	316
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	14.4
Number of pupils per qualified teacher	22.7:1
Average class size	21.7

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	138

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	60

Total number of education support staff	4
Total aggregate hours worked per week	124

Number of pupils per FTE adult	12
--------------------------------	----

FTE means full-time equivalent.

Financial information

Financial year	1998/99
----------------	---------

	£
Total income	696596
Total expenditure	690390
Expenditure per pupil	1846
Balance brought forward from previous year	55867
Balance carried forward to next year	62073

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	280
Number of questionnaires returned	87

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	25	3		
My child is making good progress in school.	62	38			
Behaviour in the school is good.	50	45	3		1
My child gets the right amount of work to do at home.	43	46	10		1
The teaching is good.	75	25			
I am kept well informed about how my child is getting on.	56	36	7		1
I would feel comfortable about approaching the school with questions or a problem.	78	21	1		
The school expects my child to work hard and achieve his or her best.	71	28			1
The school works closely with parents.	62	34	1	1	1
The school is well led and managed.	76	23			1
The school is helping my child become mature and responsible.	67	31			2
The school provides an interesting range of activities outside lessons.	51	28	9		12

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

60. The school's provision for children under five has improved since the last inspection. Inspectors identified a lack of challenge in activities and planning for the curriculum was unclear about what children should learn rather than do. The school's Early Years Unit is in its second term following two years work on a suitable program. Staff are planning together to develop a curriculum to meet the needs of children aged three to five. This is at an early stage and does not yet build upon what children already know. The quality of teachers' daily assessment of children's progress is good and detailed records are kept about each child in the Early Years Unit. These provide useful information for parents. However, the information gained from these assessments is not always used sufficiently well to group children. The tasks do not always meet the different needs of children who are of reception class age. There are too few opportunities for children to work regularly in groups with others of similar attainment. This sometimes slows progress for the higher attaining or more mature children.
61. Children in the nursery have access to a broad and stimulating range of activities that ensure a good start to their education. The activities planned and presented to the reception class vary in their usefulness. Work in language and mathematics is closely linked to the requirements of the national literacy and numeracy strategies at Key Stage 1. Each morning, whole class sessions provide a range of experiences to underpin future learning in reading, writing and number work. However, these do not always sufficiently involve all children and the follow up work varies in its relevance. For example, a few groups work on tasks that enable them to use what they have learned in the whole class sessions but other children choose from a range of activities that lack challenge and fail to build on their earlier learning. These children often choose from similar unchallenging tasks in the afternoon and this means many make few gains in their learning. There is sometimes an imbalance in the time given to the activities needed to support the reception children's experiences across the other areas of learning. This means that for some there are insufficient opportunities for the range of useful practical experiences to underpin subjects such as early science and technology.
62. Children enter school with a broad range of attainment and previous experience. Although the current intake includes many children with sound language, literacy, number and social skills, the school's assessment of its children on entry shows great variation from year to year. The school's own assessment of them on entry to the nursery class indicates that for many, language and literacy skills are below what is expected for their age, although speaking and listening and early number skills are broadly average. Social skills vary but most children relate well to adults and are eager to learn. The quality of teaching in the nursery is mainly good. As a result, the children achieve well and often make good progress in their skills and understanding across all the areas of learning. Teaching is broadly satisfactory in the reception class and enables children to make mainly sound achievement over time, although they do not make sufficient gains in all their learning to enable them to reach the standards expected for their age by the time they are five in all the areas of learning. Their skills in early reading, writing and number are still below expectations for their age but, by the end of the year are likely to be close to what is expected of five year olds in writing. For many children their attainment in the mathematical areas of learning is below what is expected for their age by the time they are five. The children are developing sound creative skills and many attain well for their age. Children's physical skills develop well, and by the age of five, are close to expectations for their age. The personal and social development of children under five is good. Children with special educational needs are well supported in both their group and individual language and literacy activities. Those with immature and hesitant speech are also encouraged and given confidence by all the adults who work with them.
63. Children under five receive a good start in their education for language and literacy. The teaching of early language skills is mainly good in the nursery and encourages children to develop sound speaking and listening skills. The nursery staff rightly sets a high priority on the development of early speaking, listening, reading and writing skills. They plan well together to provide opportunities for children to practise their speaking and listening skills within all activities. The children respond well to the careful and purposeful

questioning and to the opportunities for discussion provided by the staff. This enables them to improve their listening skills, learn to take turns when speaking, follow directions carefully and widen their vocabulary.

64. In both the nursery and reception classes the children quickly develop a confident approach to speaking and listening activities with adults and when sharing ideas before small groups of other children. They work well in small and larger group situations, co-operating and learning to take turns in their speaking. They learn to listen to each other in structured games and activities. Role-play promotes the development of language and social skills and children use experiences from outside of school to act out different situations. For example, they work in the 'post office' and prepare and deliver letters and parcels to other children. They sell 'stamps' and take 'telephone messages'. Speaking skills are in line with what is expected for children by the age of five. Children develop sound listening skills; they listen carefully to stories and know many action songs and action rhymes by heart. They retell stories in their own words and a few retell stories accurately using picture sequences.
65. Children share and enjoy a wide range of stories and rhymes with adults and visitors in the nursery. Most children enjoy reading books at home and take books home each week to share with their families. They know how to hold books, turn the pages and that pictures and print in books go from left to right. They are beginning to realise that print conveys meaning. Children learn to recognise their names from their name cards and can find these readily to show visitors. They are beginning to recognise some letters, for instance, in computer games and in their names. Most children in the reception class recognise a small number of commonly used words and can interpret labels and captions around the classrooms. A few repeat simple sentences from early reading books, but early reading skills are still low by the start of Year 1. The teacher's questioning during the whole class literacy sessions does not sufficiently involve all the children. Although the children recognise individual letters on worksheets, they have too few opportunities to practise letter sound and blends to support their early reading skills.
66. Children are beginning to act as 'writers' and make attempts at their own writing, ranging from play writing to emergent writing where letter shapes are recognisable. They enjoy 'writing' letters, putting them in envelopes and posting them to friends and families. They show sound control of pens and pencils for their age. A few children in the nursery copy their own name correctly. Those in the reception class are beginning to form recognisable initial letters and a few complete whole sentences to match pictures they have drawn. By the age of five, many of the children are likely to attain standards in writing that meet expectations for their age.
67. Children in the early years unit play a wide range of mathematical games and sort, count and create sets of objects by colour, shape and size. They are beginning to use counting in practical activities; with support from an adult they use the number names and match them to the objects they count. Teachers plan for a wide range of activities that enable children to reinforce their understanding of key areas of mathematical learning. Many children in the nursery learn well and often make good progress over time. Children's achievement in the reception class is broadly satisfactory when they are involved in practical activities and work in groups with children of similar attainment.
68. A few children make sound gains in the whole class numeracy sessions but the group often contains children who will join the reception class after Easter and the group is too large to ensure that all children understand what is taught. Challenging activities that build on what the children have learned, or enable them to consolidate new learning, do not often follow these whole-class sessions. For example, after an oral session reinforcing the children's understanding of the relationship between written numbers and objects the time spent on group activities was not always sufficiently well managed. The tasks did not enable children to consolidate their understanding of the new concept. Few children completed the task of matching and ordering numbers 1 to 5, and others did not order numbers accurately and placed them randomly. The children made progress in learning to count but were less successful in matching numbers to real objects or in ordering according to size. Their achievement could have been higher with more intervention by the adults to check on their understanding.

69. The children's understanding of mathematical language is developing well through learning number songs and rhymes. They know many of these by heart and join in the actions with great enthusiasm. Children are developing their understanding of volume through practical activities that enable them to use sand, water, beans and pulses to fill different shapes and sizes of container and to compare how much each will hold. They are beginning to use vocabulary such as 'full' or 'empty' and understand the terms 'more than' and 'less than'. In free choice activities, many children make patterns with beads, cubes and shapes and are beginning to repeat them. The well-chosen mathematical games reinforce the children's recognition of shapes and many of the children recognise the main primary colours of red, blue and yellow. The higher attaining children know a range of simple two-dimensional shapes and can name them. However, by the age of five, children's mathematical skills and understanding are below expectations for their age. They do not have a secure understanding of ordering numbers and how written numbers represent objects. Many do not have a sufficient grasp of simple operations such as the addition of numbers within ten.
70. The staff plan well together to provide children with interesting opportunities for developing their knowledge and understanding of the world about them. Children learn well through activities based on first-hand experiences that provide a sound foundation for future work in science, design technology, history and geography. Sound opportunities to practise skills using computers, listening centres and tape recorders support their understanding of how information and communication technology can help them to learn. In their current topic nursery children learned effectively in a well planned and resourced activity that enabled them to handle real fruits and vegetables. They used their senses to make a careful study of each fruit, including some uncommon fruits such as mango and pineapple. The children made careful observations and the nursery nurse effectively enabled them to develop their vocabulary to describe the texture, colour, shape and smell. For example, one child lifted a melon and was amazed at the weight; she commented, 'It is heavy like a big football'. The effective questioning ensured that the children understood and gave them time to think about their answers. They achieved well within the session and many are developing a sound range of enquiry skills to underpin their future work in science.
71. Children have opportunities to use computers and staff ensure equal access by using a rota system that is clearly understood by the children. Many children use computers confidently and often build on skills developed through using computers at home. Many children show sound control as they use a mouse to move cursors to control graphics and text on screen. The children work well in pairs. For example, they help each other to use a painting program to create patterns and pictures. They work with a range of well-chosen programs that reinforce their learning of basic skills such as counting, matching, colours, number and letter recognition. Children enjoy working with computers and are delighted when they succeed in a game.
72. Standards of attainment in creative development are at least in line with those expected for children of this age and a few children achieve well. Children are enthusiastic and keen to take part in all aspects of the creative areas of development. In art activities, they explore colour and texture using a range of materials to create pictures, collages, prints and patterns. Creative activities are available on a daily basis and children have free access to paint, paper and collage materials at all times. They enjoy painting pictures, and use a range of colours and brush sizes. They mix paint with their hands and make swirling patterns in the paint or take prints. They learn to choose correct colours or to attempt to mix them for themselves. Staff effectively link this work to the 'colour of the week', which is reinforced by songs and the display of objects in the chosen colour. For example, all children could identify red as the colour and many could name the new colour (orange) chosen for the next week.
73. Children are encouraged to look closely at objects or models and to make observational drawings. For example, in the reception class they produced careful and well-formed drawings of daffodils. They chose the correct colours and many successfully used different shades of yellow to show shading and darker parts of the flower. The teaching is often good and effectively directs the children's observational skills and encourages them to discriminate between brushes and colours. Children have frequent opportunities to create three-dimensional models in clay and 'junk' modelling materials. They explore and use malleable materials such as clay and corn flour mixed with water to experiment with texture. The

children were excited by the way the mixture changed from firm dough to a liquid when held in the hand. One child let the mixture drip through his fingers and likened the shapes to 'icicles'. Many children competently use a variety of techniques such as cutting, folding and sticking paper, fabrics, foil and feathers. Children regularly experience musical activities; they memorise counting and action songs and learn to sing in tune. The staff demonstrate well the actions and movements and this encourages the children to join in and enables them to quickly learn new words, actions and tunes. Children have frequent opportunities for imaginative play in their activities and use small toys to create a range of environments such as roads, farms and houses.

74. The children develop confidence and control of the way they move through opportunities for outdoor play. They use a range of wheeled toys and manoeuvre them carefully along routes they have planned. Children skilfully avoid obstacles and play a variety of imaginative games. During their physical education lessons in the school hall, teachers effectively reinforce the children's confidence in using space. Nursery staff provide effective support and this enables the children to achieve well as they walk, run and skip around the hall, changing speed and direction. They respond enthusiastically and confidently volunteer ideas about how they might move in different ways. One child suggested 'we could gallop'. Physical activities reinforce the children's good personal and social development; they gain confidence and volunteer their ideas. For example, when there was insufficient time for a game of 'The Farmers in his Den', one boy suggested 'we could just do a few of the animals'.
75. Reception class children build on their earlier learning. In a well-taught lesson they responded quickly to the teacher's signal to create fast and slow movements. They moved lightly and interpreted the different lengths of sounds with imaginative movements. The teacher's clear directions ensured that the children moved safely and used space well. In these lessons, the specialist support assistants work well with children who have special educational needs and encourage them to take a full part in the activities. Children under five make substantial gains in their independence and are very secure in the larger space of the hall. Many children are developing sound hand/eye co-ordination and learn to handle tools and equipment safely. For example, they use their manipulative skills in practical situations to make models using construction kits, shape wood with tools, paint with different sized brushes and cut and paste to create collages.
76. Teaching in the nursery is often good, and sometimes very good; this enables children to make substantial gains in their knowledge and skills and supports their achievement. The teaching in the reception class is mainly satisfactory and occasionally good. All staff have a good awareness of the learning needs of young children. Teachers and nursery nurses know the children well and make careful assessments of their progress. Although the information gained from these assessments is sometimes used to enable staff to work with children who have reached a similar level of attainment this is not usually the case. The planned tasks do not always take sufficient account of what the children already know.
77. The staff develop very good relationships with the children and this promotes very good attitudes to learning. The children enjoy their activities and respond well to adults; many are keen to ask and answer questions. They work well together in pairs and small groups and sustain concentration as they eagerly wait for a turn in a game. The children's behaviour is good. Their spiritual and moral development of the children is developed through stories and is reinforced within the activities linked to the areas of learning. Children's personal and social development is good and they are secure, confident and well settled into school routines; they move confidently about their classrooms and the wider areas of the hall and playground.
78. Resources are deployed and managed well to provide opportunities for children to take responsibility for getting out and returning their own equipment. The nursery teacher establishes good links with parents through the current programme of home visits. The induction of children into the Early Years Unit works well and includes visits before they start school. The staff have also produced useful written guidance to help parents prepare their children for school. Parents indicate that they value the guidance and induction visit and feel that their children are well prepared for starting school. There is policy to support the provision for children under five and a teacher in Key Stage 1 is spokesperson for Early Years. There is no co-ordinator for early years and this means that no one in the unit has oversight of the day-to-day organisation and development of learning.

ENGLISH

79. The results of the most recent national tests and teacher assessments show that show that the school's performance is below the national average in reading and close to the national average in writing by the end of Key Stage 1. However, pupils at Key Stage 1 attain standards in reading that are in line with those attained in similar schools and are above this in writing. In 1999 tests at the end of Key Stage 2, attainment was above the national average and well above that in similar schools. Trends over time show that results at the end of Key Stage 2 have risen in line with the national average. There is little variation between the performances of boys and girls in both key stages. Inspection findings show that the standards of current work reflect the test result for both key stages, and are broadly similar to the findings of the last inspection in June 1996. Standards have been maintained since the last inspection, but have not improved, in areas where there was scope for improvement, such as in reading at Key Stage 1. Opportunities to raise the number of pupils reaching the higher levels at Key Stage 1 are limited because more able pupils are sometimes given insufficiently challenging tasks to enable them to make the best possible progress.
80. Pupils with special educational needs make good gains in learning in all aspects of English as they move through the school. This is due to good teaching, which ensures that work is carefully matched to their specific needs, high levels and quality of support provided by classroom assistants, and careful monitoring of their work and tracking of progress.
81. In speaking and listening, most pupils make satisfactory gains in learning through Key Stage 1, and many make good progress throughout Key Stage 2. Pupils with special educational needs receive careful support in developing an appropriate spoken language. The better progress in Key Stage 2 when compared to Key Stage 1 is due to more carefully structured opportunities to develop speaking and listening skills, with a planned emphasis on extending vocabulary, an increase in the use and quality of skilful, and probing questioning of pupils. Pupils have regular and increasing opportunities to contribute their ideas to class discussions, particularly during the introductory parts of lessons. Throughout the school, and especially in Key Stage 2, pupils improve their ability to speak clearly, confidently and articulately, through other subjects. For example, Year 2 pupils recount enthusiastically 'The Owl who was Afraid of the Dark', after listening to a taped story. They begin to use their voices expressively when jointly reciting rhythmic rhyming poems, which helps to instil in pupils a love of poetry. They begin to talk about their recent news, stories, games and items of interest, although with variable levels of confidence. Year 4 pupils showed an understanding of what they have learned when they shared with other pupils their findings about Egyptian gods. Effective discussion and pupils' pertinent comments reveal that many pupils understand how to appraise non-fiction. By the end of Key Stage 2, pupils talk and listen confidently in a broadening range of contexts. For example, lower attaining Years 5/6 pupils asked and answered questions eagerly when discussing the contents of a book they are jointly compiling for other pupils entitled 'Riverside Tails', based on a study of local river creatures. More able pupils in Years 5/6 confidently shared their oral responses to a Ray Bradbury short story, from which they were required to analyse in depth the language used by the author. The lowest attaining Year 5/6 pupils enthusiastically discussed Japanese haiku poems. All pupils in Years 5/6 take account of the views of others when discussing the benefits of keeping animals in zoos, the merits of an additional supermarket for Whitby, and the advantages of school uniform.
82. Inspection findings show that pupils perform below national standards in reading by the end of Key Stage 1. This is because too little emphasis is given to the teaching of phonics to provide pupils with a full range of strategies to enable them to read with confidence, fluency, accuracy and understanding. As a result, progress is slower than in most schools for all pupils except those with special educational needs. Worksheets, which are regularly completed, enable pupils to practice various letter combinations. However, these lose their impact, if too few opportunities are planned for pupils to recognise and use the sounds of the letters. By the end of Key Stage 2, most pupils reach the national expectations in reading. They read with satisfactory fluency from a range of texts. For example, Year 6 pupils have compiled and read many different forms of poetry, such as, rhymes, Japanese haikus, limericks and sonnets, and read

text from a range of genres. They learn about a wide range of writing; such as, biographies, reports, narrative and 'official language' used in forms, such as, applications for a driving licence. Higher attaining pupils have satisfactory skimming and scanning skills, retrieve information from texts appropriately, and read with fluency, accuracy, understanding and expression. They begin to use inference and deduction when analysing texts. Pupils' ability to read for information through the systematic teaching of research and study skills is not well developed however there are examples where pupils are beginning to use these skills. For example, when pupils in Year 4 researched information about Egyptian Gods.

83. Progress in reading is slow at Key Stage 1 but improves throughout Key Stage 2, where many pupils make good progress in most aspects of their reading. Pupils in Key Stage 1 develop satisfactory word recognition, but skills of blending letter sounds to decode unfamiliar words are much less well developed. Year 2 pupils show satisfactory understanding of text by talking about the characters and events or understanding in them. They know the purposes of the contents and index pages, and explain the difference between fiction and non-fiction. However, some are reluctant to express opinions about the books they have read, and are unable to compare their book with previous reading. Pupils do not always read books at appropriate levels of difficulty for them. There is appropriate emphasis on guided reading throughout the school, which makes a positive contribution to progress. Additional literacy lessons and booster classes are also helping to improve the literacy skills of some pupils through carefully targeted work. However, pupils' reading journals are inconsistently used and insufficiently structured to provide essential guidance for pupils on how to improve, for example, their ability to write informative book reviews. These journals mainly only record attitudes to reading, and lack precise detail to help pupils to overcome specific reading difficulties.
84. In writing, pupils' attainment is in line with national levels by the end of Key Stage 1. By the end of Key Stage 2, attainment is above national standards, except in handwriting. This is largely because the setting of pupils by ability in Years 5 and 6 enables them to be taught work that is more exactly matched to their needs, and there is an appropriate emphasis on extending their vocabulary as they move through the school. By the end of Key Stage 1, most pupils spell simple commonly used words, but their handwriting does not always show accurate form and consistent size. Pupils are beginning to develop ideas into a sequence of sentences, sometimes punctuated by capital letters and full stops, and learn to arrange their ideas logically into a short story. They begin to complete their own poems, and pay attention to rhyme and rhythm as they select appropriate vocabulary, for example, in their poems about cats. By the end of Key Stage 2, most pupils write independently, making good use of an increasingly imaginative vocabulary. Expressive writing is developed well. Many pupils write stories, which develop the characters and the plot successfully. They write vivid and imaginative poetry, aptly described by one teacher as 'paintings with words', to help motivate them. Their knowledge and use of punctuation is satisfactory, and they are developing an understanding of standard written forms of English. They write for a variety of purposes, including book reviews, narratives, descriptions, poems, reports, arguments, complete various application forms as introductions to formal language, and begin to write for different audiences.
85. Overall, pupils make satisfactory gains in learning in writing across Key Stage 1. However, higher attaining pupils do not have sufficient opportunities to complete extended writing because tasks are sometimes too easy for them. Progress throughout Key Stage 2 is good for most pupils, including those with special educational needs. Many pupils know about the grammatical elements of English, such as, verbs, adverbs, similes, and connectives. Pupils' spelling gradually improves as they move through the school, through one of the school's approaches to spelling, where words are covered and learnt. However, a second approach, which requires pupils to learn spellings from lists, is not always carefully matched to pupils' ability, and is not uniformly used across the school. Progress in the development of handwriting skills is generally unsatisfactory; skills are not taught in logical sequence and the school's policy is not consistently followed. This hinders the development of fluent, joint, and legible handwriting leading to variable standards of presentation. Throughout both key stages, computers are not used sufficiently to present and enhance a range of work.

86. Pupils' attitudes to English are mostly good. However, in Year 3 a small number of pupils do not listen attentively enough. Almost all pupils behave well, listen attentively, and are eager to ask and answer questions. Pupils work together well when discussing texts and most persevere to complete tasks within the time allocated. Older pupils show some initiative and the ability to work independently. Some pupils enjoy visiting the local library. However, few pupils confidently use reference skills in the school library, which is underused as a resource for learning.
87. The quality of teaching is sound at Key Stage 1. It is mainly good at Key Stage 2, with a few lessons that were very good and occasionally excellent. Some of the best teaching was in Years 5 and 6 where pupils are grouped by ability. Features of excellent teaching include very high expectations, quality questioning which moves pupils forward in their understanding, very effective reinforcement of specialist vocabulary and very effective revision techniques to consolidate learning. The school has fully implemented the National Literacy Strategy and planning for the literacy hour is satisfactory. Most teachers have a sound knowledge and understanding of the subject, manage pupils well and make good use of time. Only in Year 3 are teachers' control strategies not fully effective in keeping all pupils on task. Planning for the literacy hour is mainly satisfactory and sometimes good. In a Year 5/6 lesson, it was very good, and enabled pupils to understand how acquired skills can be applied to future work. Teachers do not all use the information gained from assessment to build upon what pupils already know and can do. This means that teachers' expectations of their pupils are often too low at Key Stage 1. Marking, is of variable quality; in the best practice it is thorough and supportive, and assists pupils to acquire greater understanding through the use of challenging questions and pertinent comments. However, this is not the case in all classes.
88. The management of the subject is satisfactory, but insufficiently rigorous; the co-ordinator has little opportunity to develop her role as a curriculum manager. She has little opportunity to be sufficiently proactive in overseeing its development. For example, she is rarely involved in monitoring the quality of teaching or assessing the impact of the introduction of the literacy hour on pupils' progress. The library is insufficiently used as a resource for learning. It is too small, and it is functional and not sufficiently welcoming to help instil in pupils a love of literature. The school has other rooms that are no longer used as class bases and these would enable the school to relocate the library to give reading an even higher profile in school. The amount of reading material, both fiction and non-fiction, is broad and extensive, but some books are old and worn. However, all components of the subject are well represented throughout the school, and used in other subjects, such as, history and religious education. The governor responsible for literacy feels increasingly involved, and receives regular communication about developments. The recent addition of new resources, help support the National Literacy Strategy more effectively. Overall, strengths and weaknesses in the subject are similar to those highlighted at the last inspection.

MATHEMATICS

89. In the 1999 national curriculum tests, the school's results were well below expectations for seven year olds and below those of similar schools. However, attainment was above the national average for eleven year olds and well above that in similar schools. The results in end of key stage tests for seven year olds have not improved over the last three years but have improved more than in most schools for eleven year olds. In the previous inspection report, pupils' attainment in the national tests for mathematics was below the level expected for seven year olds. However, it was at the level expected for eleven year olds and these most recent results show that there has been an upward trend in standards at this key stage.
90. Inspection findings show that pupils' attainment in mathematics by the end of Key Stage 1 now matches the level expected for seven year olds. These results show improvement on the national test results due to the school's effective implementation of the National Numeracy Strategy. Staff place a strong emphasis on teaching mental calculation and the structure of the numeracy hour has provided them with a clearer focus on how to plan for all abilities. This now enables them to more consistently identify and support those pupils who have the potential to achieve a higher level.

91. In Year 1, pupils recognise that words represent numbers. They can order numbers correctly and learn to count in tens to and from 100. They use one and two pence coins to make up to ten pence and a group of more able pupils could use their shopping pad to list and record the total cost of two articles of shopping. They can add and subtract within ten, find missing numbers in a sequence to at least 20 and recognise two and three-dimensional shapes. As they work with numbers, they learn appropriate mathematical vocabulary such as 'more', 'less' and 'altogether'. By the end of Year 2, pupils work with larger numbers. They add and subtract to at least 20 and recognise odd and even numbers. They can tell the time in hours and half-hours and record this on a clock face. Many know about the properties of two-dimensional shapes and can measure objects and lines in centimetres. Most pupils have positive attitudes to learning, work well together, are very well behaved and enjoy their lessons.
92. By the end of Key Stage 2, pupils' attainment in current work is above the level expected for their age, with a significant number of pupils reaching a higher level. In Year 3, pupils work with greater numbers, with confidence, and practise swift mental recall using the four rules of number. A group of pupils made their own sums to totals of at least 170, weighed articles up to a kilogram and recorded their work appropriately. They work with fractions, digital and analogue time and measure accurately in centimetres. In Year 4, pupils' skills in these activities are further developed; they reinforce their understanding of solid shapes and made three-dimensional models by linking the faces of two-dimensional shapes. In Years 5 and 6, pupils' ability to calculate mentally is very secure. They work with very large numbers, using the four rules of number, and work to at least two places of decimals. By the end of Year 6, pupils calculate fractions or percentages of quantities. Most can calculate and measure angles accurately, know the properties of triangles and can interpret co-ordinates. They measure the perimeter and areas of shapes and can work with reflective and rotational symmetry. They solve problems on the calculation of time, choosing and making decisions from a selection of timed television programmes, to record their own viewing times. They know how to create a variety of graphs to illustrate, for example, the results of their work on temperature and different materials from their science topic. Their knowledge of mathematical vocabulary includes terms such as 'perpendicular', 'congruent', 'palindromic' and 'parallel'. One group of Year 5/6 group sang a song at the end of a lesson that recalled what they knew about number, and measurement! All pupils enjoy their lessons, have positive attitudes and are very well behaved. At the upper end of Key Stage 2, pupils use their initiative to solve problems and discuss their solutions with confidence and maturity.
93. The quality of teaching in Key Stage 1 is at least satisfactory, with good teaching in half the lessons. In these good lessons, teachers have secure subject knowledge, use praise well and have good relationships with their pupils. They question well to assess their pupils' knowledge and understanding of what is being taught. There is a strong emphasis on teaching mental mathematics and on the development of pupils' understanding and use of mathematical vocabulary. As a result, pupils make good progress. However, although teachers plan for all abilities, they do not always match planned activities sufficiently closely to the ability of pupils, particularly for the more able. They make use of a large amount of worksheets on which pupils record their work, but these are often undated and so make assessment of pupils' progress more difficult to track. Pupils with special educational needs have good support and make good progress within the targets set for them.
94. The quality of teaching in Key Stage 2 is mainly satisfactory with a few lessons that range from good to excellent in Years 5 and 6. In the best lessons, teachers have high expectations of standards and behaviour, have good subject knowledge, use questioning well to confirm their assessment of pupils' understanding. For example, in a Year 3 lesson, the teacher asked pupils, 'How did you work that out?' and allowed time for them to consider before responding. Teachers plan very well, according to the structure of the numeracy strategy and all use the final section of their lesson to recall and reinforce what has been learned. For example, in a Year 6 lesson, the teacher allowed her pupils to share the outcome of their tasks, praised them for their efforts and highlighted the problems that some had encountered. Most teachers set challenging tasks for all their pupils, including the more able and organise time and classrooms well. This has a very positive impact on pupils' behaviour and attitudes and they make very good progress. However, in Year 3, on the few occasions when pupils' behaviour is challenging, strategies have not been sufficiently put in place to improve these pupils' attention spans and this slows

the pace of lessons and pupils' progress. Pupils' work is regularly marked, but often undated and does not contain constructive comments for pupils to tell them what they need to do next to improve their work. Support by classroom assistants and other adults make a positive contribution to the subject. Pupils with special educational needs are well supported in lessons and make good progress within the targets set for them.

95. The mathematics curriculum is broad and balanced. The setting of pupils in Years 5 and 6 in ability groups has effectively raised attainment at the upper end of Key Stage 2. The school places great importance on teaching mathematical vocabulary. The experienced co-ordinator has a clear view of the curriculum and is aware of the need to improve further and sustain standards for higher attaining pupils in Key Stage 1. However, although she monitors pupils' work and teachers' planning and maintains a portfolio of levelled work, these strategies are not yet sufficiently developed to ensure that tasks are clearly planned or marked to improve pupils' standards. The monitoring of teaching is not yet in place so she is not able to offer support or advice on classroom practice. Resources to support the subject are good and further enhance pupils' progress. Mathematics is used effectively to support other subjects, such as speaking and listening, science and geography.

SCIENCE

96. Results in the 1999 National Curriculum tests for all schools show that by the end of Key Stage 2 pupils' attainment is in line with the national average at Level 4, and at the higher level 5. When compared with similar schools, results are well above average. This represents considerable improvement since the last inspection. Success has been achieved through the high proportion of good, and sometimes very good, teaching throughout the key stage, combined with more effective promotion of experimental and investigative science and scientific vocabulary. All pupils, including those with special educational needs, make good progress. Attainment in 1999, as shown by teachers' assessment at the end of Key Stage 1 is below the national average at both levels. Inspection findings show that this current work reflects the low levels identified in the 1999 results at this key stage since progress for all pupils is slower than expected for their age. As a result standards at Key Stage 1 are lower than those described at the last inspection.
97. Only a small amount of time is allocated to science at Key Stage 1. It is taught within topics that include other subjects and so pupils have fewer opportunities to experience investigations; the full range of activities required within the National Curriculum is not provided. This impacts on pupils' learning; attainment is below what is expected for their age and pupils make less progress over each term. By the end of Key Stage 2, attainment in the area of experimental and investigative science is satisfactory and pupils are making good progress using vocabulary, such as 'residue' and 'constant'. They confidently use small equipment that is needed to demonstrate change of form in water and choose the correct instruments to measure what is happening. Opportunities to use computers to present their results are infrequent. At both key stages, pupils know that they have to make a prediction about what they think will happen and at Key Stage 2, pupils are secure with the notion of what makes a test fair.
98. Attainment in work on healthy eating and names of the external parts of the body is satisfactory at Key Stage 1. Pupils understand the importance of their senses at a level appropriate for their age. Most of the pupils' work is recorded on charts or worksheets. This results in few opportunities for pupils to use their own ideas to write about what they have learned. The school has identified this area as in need of improvement. Within the area of life processes and living things, attainment and progress at Key Stage 2 is good. Pupils understand the importance of water to humans and animals, and make good progress in their knowledge of animal habitats. Year 5 pupils have a good level of vocabulary, using words such as toxins, hibernation and migration correctly. Their proficiency is a result of teachers being consistent in their expectation of correct vocabulary in spoken and written answers.
99. Attainment in materials and their properties at Key Stage 2 is good and pupils are making good progress. After testing several fabrics for their hardwearing qualities, Year 3 pupils use their findings to suggest practical uses for each material. Good links with geography lessons are made in Years 5 and 6. Pupils show their understanding of terms such as evaporation and condensation, by using them correctly in

weather and water cycle studies. As at the last inspection, this area remains under-developed at Key Stage 1. An activity designed to show clothing needed for different weather situations simply describes the clothes and does not develop reasoning, in appropriate terms, based on the properties of the materials. Consequently progress for all pupils is unsatisfactory.

100. There is insufficient evidence from observation of lessons to enable a judgement to be made on pupils' attainment in the area of physical processes. Scrutiny of work and planning shows that it is taught at other times of the year. Pupils in Key Stage 2 have a satisfactory understanding of forces and in Key Stage 1 pupils know that light comes from a variety of sources. The activity in Key Stage 1 on push and pull forces is dealt with at a level expected for children under five and does not lead to challenging activities appropriate for pupils aged six and seven.
101. At Key Stage 1 progress is unsatisfactory in developing vocabulary and recording their work. Opportunities are not taken to develop reasoning or to promote curiosity, because work is insufficiently based on the skills and vocabulary needed to match the content of the lesson. Overall progress for all pupils is good at Key Stage 2. They learn to apply scientific ideas to every-day situations and that science has a responsibility to protect the environment for humans and animals. Pupils with special educational needs make good progress in improving their vocabulary and their classroom support is effective in giving them independence and security to take a full part in investigative activities. Pupils measure accurately, understanding the different units used for temperature and liquids and in discussions answer confidently, incorporating details from their knowledge of the subject. Handwriting is generally not as good as expected for their age and work is not always well presented. Pupils lack opportunities to use a word processor to present their findings.
102. Behaviour in classes is mainly good and pupils respond enthusiastically to teachers, particularly where they have a good understanding of the subject and have the ambition for their pupils to achieve high standards. In the best lessons, in both key stages, pupils persevere and are keen to participate in their learning by answering questions and being group spokesperson. They are attentive, carry out safety instructions carefully and show pride in their achievements in the way they talk with a visitor. These good relationships have a positive effect on the success of lessons and pupils' progress, particularly in Key Stage 2.
103. Teaching at Key Stage 1 was mainly sound in the lessons seen. However, planning at this key stage is sometimes superficial; it lacks clear indication of what skills are to be taught and how these relate to the age and ability of pupils, so that they can make better progress. The quality of teaching at Key Stage 2 is mainly good, with a few very good lessons. Assessment is used effectively; either to form ability groups or to provide carefully planned work suited to the needs of pupils. Consequently, progress and attainment are in line with the expectations for their age and higher for a significant minority of pupils. In these classes teachers have good subject knowledge and use questions effectively to extend pupils' thinking. In satisfactory lessons, pupils' are usually well managed and resources deployed well, but lessons lack the challenge of questioning which raises curiosity or misses opportunities for pupils to write accounts of their work. All teachers' are conscientious about setting homework and marking work done in class, although marking is underused as a tool for indicating to pupils what they have to do to improve their work. The subject is well led and has a sufficient range of good quality resources. Monitoring of teachers planning and pupils' progress has been taking place for some time, but lacks the frequency to enable teachers to react to any shortcomings.

ART

104. Throughout the school, all pupils, including those with special educational needs, make satisfactory progress. Standards have been maintained since the previous inspection. In Key Stage 1, pupils work with a range of different media, develop satisfactory skills in painting, and begin to appreciate and reproduce in similar style the work of notable artists. For example, Year 1 pupils mix paint with their fingers after listening to music, use string dipped in paint to make pictures, and represent sunflowers, based on the work of Vincent Van Gogh. In Year 2, pupils paint pictures using appropriate colours to

show day and night, complete rubbings of different surfaces, and make masks of creatures from a story they have heard.

105. In Key Stage 2, drawing is well represented, for example, through the use of sketchbooks. However, some teachers are unsure how to use them to teach important skills, resulting in variation in their quality and use. For example, pencil drawings rarely use a variety of shades, scales, and range of different effects. They do not help pupils to acquire an understanding of perspective or the use of hard and soft pencils to achieve effective light and dark shadow. However, Year 3 pupils learn to weave using textiles. They produce a representation of an iron man in print or paint, with the class teacher placing appropriate emphasis on colour mixing to enable pupils to achieve the desired effects. Pupils compile pictures from waste materials, make colourful three-dimensional models of undiscovered planets, and paint 'windy weather' scenes. In Year 4, pupils used their history topic as a basis for their artwork. They recreated Egyptian figures, using a range of media, after first completing drawings in their sketchbooks. They created paintings showing reflections over the Nile, and completed three-dimensional Egyptian death masks. Year 5 pupils produced paintings of Esk valley landscapes, representing many different shades of blue in their works. In Year 6, pupils use increasing accuracy and attention to detail, and a range of techniques, in their artwork. For example, pupils study the works of famous artists, such as, Monet, Seurat, Turner and Hockney. This provided inspiration for them to complete paintings of a waterfall on the River Esk, using an artist's particular style as a basis for their own work.
106. There is insufficient evidence to make judgements about the quality of teaching or attitudes to learning at Key Stage 1, as no lessons were seen. However, pupils' attitudes to learning throughout Key Stage 2 are good. They enjoy the subject and mostly concentrate well on the task in-hand. The quality of teaching is satisfactory, overall, in Key Stage 2, but varies from very good to unsatisfactory. Features of the best teaching include very secure subject knowledge, careful explanations, very good support and encouragement and high levels of challenge to keep pupils well motivated and involved. Weak features of teaching include a lack of stimulus to fire pupils' imagination, insufficient teaching of important skills to enable pupils to make gains in learning, insecure subject knowledge and low expectation, resulting in inappropriate praise of work, which is not the best of which pupils are capable.
107. The subject is as well led and the co-ordinator has a high level of subject expertise. However, she has few opportunities to monitor and support the development of art throughout the school. There are clear plans for the subject's continued development, such as, the further increase in the number and range of posters and artefacts to support artwork. The position of art in the school's curriculum is secure, with both components appropriately represented. Art is well represented in other subjects, for example, in history, music and English. Displays enhance the surroundings, but the quality of pupils' work is variable. However, there is no formal assessment in art, and a limited use of information technology.

DESIGN AND TECHNOLOGY

108. One lesson in design technology was observed during the inspection. Insufficient evidence was obtained through discussions with teachers and pupils, and scrutiny of teachers' planning to make judgements on progress.
109. A photograph album contains evidence that Year 1 pupils have made shopping-list holders, using glue, card and scissors. Year 2 pupils have made percussion instruments and puppets, using string, paper fasteners and socks. In Key Stage 2, the very good lesson was observed where pupils worked together to carefully label their designs to make an iron man, related to their literacy work. They chose from a variety of materials, sensibly discussing their choices with each other and their teacher. They used appropriate tools, such as saws, scissors, glue and sticky tape, with due regard for safety. All pupils enjoyed their lesson and behaved very well. This had a very positive impact on their progress. A small selection of photographs indicated other finished project work for the remainder of Key Stage 2, but there were no plans to show the process leading up to the completion of their ideas, such as labelled drawings, lists of materials to be used or any adaptation of their plans.

110. In the one lesson observed, the quality of teaching was very good. The teacher has very good subject knowledge, clear plans and used questioning very effectively. She knows her pupils very well, and they are well challenged. The co-ordinator is aware that further staff training is required for herself and others and this will be identified when design technology has a place in the school development plan.

GEOGRAPHY

111. Geography has a clear place in the curriculum at Key Stage 2, where progress in the skills of field- work and subject vocabulary is good and above the expectation for their age. This position is an improvement since the last inspection. Effective links are made with other subjects, such as science, which have a positive impact on pupils' learning. Investigation of environmental matters concerning the River Esk and local moorland is a prominent feature of the curriculum. This has a good effect on the quality of speaking and written work and teaches that people need to act responsibly to changes, which affect the quality of life of others. This is successful because teachers have good local and subject knowledge and ask pertinent questions to examine all sides of an argument. This work reinforces pupils' understanding of citizenship. The way in which geographers compare urban areas and why such studies are necessary, is well covered by field study visits to Teeside.
112. At Key Stage 1 the picture is less positive. Pupils' progress in developing subject vocabulary is barely satisfactory and there is an unusually small range of written work. This is different from the previous inspection, where progress was good. In Year 2 only a significant minority of pupils have a secure understanding of creating and using a map key, which is in line with the expectations for their age. Pupils with special educational needs make good progress when they have classroom support. For example, in Year 5 they understand 'cause and effect' when relating settlement to economic activity.
113. Only two lessons were seen during the inspection. Pupils responded well to tasks, which were exciting and challenging. The benefits of first hand experience, prepared by teachers who know their subject well, produces the best gains in understanding by pupils in Years 5 and 6. Wall displays and photograph albums show that pupils have a range of experiences, which include studies of the immediate area and the international aspect of the subject. Key Stage 2 teachers are adept at using everyday items, such as clothing labels, to identify the country of origin of the item or material and so teach the notion of world trade. This makes a significant contribution to the interest and motivation in the subject. In Key Stage I, ideas are not developed to their full potential. Good, daily weather information is collected carefully, but not used effectively to teach about the need to know about weather conditions. It is also a missed opportunity to present data through information technology. The subject co-ordinator is a new appointment, but is aware of the content and assessment needed for the future curriculum.

HISTORY

114. In Key Stage 1, history is taught within topics that cover more than one subject. This means work is not of sufficient depth to ensure that pupils make sufficient progress in their understanding of historical concept. They make few substantial gains in their learning. However, pupils often achieve well and make good gains in their skills and understanding at Key Stage 2. In Key Stage 1 pupils investigate change over time and famous personalities. By the age of seven, most pupils are aware there are differences between their own lives and those of their grandparents. They can identify differences in toys, homes and radios between the present day and fifty years ago. They are able to comment upon the story of Guy Fawkes and have an outline knowledge of the events that made him famous. However, pupils' sense of chronology is under-developed, they have difficulty in commenting in any significant detail on change. For example, pupils could say little about the development of transport other than it had changed. Pupils record little work in any detail, this restricts their ability to consolidate learning and recall events studied.
115. In Key Stage 2, pupils work on a good range of topics, which give them an appropriate understanding of events. For example, in Year 4, detailed work is completed on the Ancient Egyptians. In Years 5/6 pupils produced a detailed study of World War 2, which included information on the impact in Britain and events overseas. By the age of eleven, pupils acquire sound levels of knowledge and understanding of

local history. They study the history of settlements and identify a wide range of factors that influence them. They identify major factors influencing the growth of Whitby and write in some detail on this. Pupils develop appropriate research skills to locate information and can describe how archaeologists work. They link this work effectively to the story of Captain Cook and know about the role of Whitby when it was a major seaport. In other work, pupils have completed detailed projects on 'life in the 1930's,' which included identifying changes in fashion and children's literature. Some use is made of computers to present this work.

116. The standard of teaching in Key Stage 1 is mainly satisfactory although there is a lack of challenge in some tasks. Expectations are not always sufficiently high; for example, in only planning written work for higher attaining pupils. Teachers' knowledge and understanding is secure and resources are used effectively. Ideas are presently clearly and relationships are positive, classroom assistants are managed effectively. However, the overall impact on learning is mixed; pupils do acquire knowledge and understanding of historical issues but some work is pitched below their capabilities and therefore progress is limited.
117. In Key Stage 2, teaching is satisfactory and often good, with a few examples of very good teaching. Expectations are high, knowledge and understanding are secure and effective questioning promotes pupils' thinking well. Although there is some variation in planning within year groups, pupils are provided with a range of stimulating experiences. This impacts well on learning and pupils make sound, and sometimes good, progress with their work. Pupils' progress is better in Key Stage 2 than Key Stage 1. In both key stages pupils display positive attitudes towards learning and behaviour is good. Older pupils develop a number of skills, which enable them to work independently.
118. The curriculum is being developed to meet recent national guidelines. At present it provides some good opportunities in Key Stage 2 for local history. In Key Stage 1 appropriate topics are covered, but there is insufficient recording of pupils' work and some lack of challenge. The monitoring of planning requires further development. The new co-ordinator is aware of the issues that need addressing. The subject does not sufficiently promote the development of literacy in Key Stage 1, but does in Key Stage 2. Work on timelines and chronology helps promote numeracy. Limited use is made of information technology, but it is used effectively in Year 4. Since the last inspection, the standard of teaching has improved overall, but attainment in Key Stage 1 is lower.

INFORMATION TECHNOLOGY

119. Standards of attainment in information technology are below the national expectation at the end of both key stages. Statutory requirements are not met for all aspects of the subject and pupils do not have sufficient access to the programmes of study.
120. By the age of seven, most pupils acquire basic keyboard skills. They know the function of the spacebar and delete keys. They can write simple text, but are unsure how to save it. Pupils access programs that develop reading skills and know how to use the mouse to move the story on screen. Pupils have very limited experience in other areas of information technology. Some pupils recall having used a modelling activity, based on a 'treasure search.' They have no experience in control technology and little experience in handling information.
121. By the age of eleven, pupils have gained some appropriate experiences in communicating information. They set out personal targets, produce descriptive accounts of river studies and write letters accurately. Pupils' experience in combining text and pictures is under-developed and they have no experience in using programs to compose music. They have some awareness of audience and can describe how to set out text for different age groups. Pupils are developing the skills to enter data on spreadsheets, and some have printed graphs from this. A number of pupils know how to interrogate data held on a CD-ROM; for example, in history when studying Ancient Egypt. They have little experience in using control technology beyond this and have not used sensing equipment to monitor data or experiments. Pupils have no significant experience in modelling or using simulations to solve problems.

122. There was little direct teaching during the inspection and the quality of teaching is unsatisfactory overall. Some opportunities are provided for pupils to work on PC's during lessons. Where it occurs, the teaching of basic skills is satisfactory. However, teachers' overall competence in information technology is too low. There is insufficient planned use of computers, either to introduce new concepts or to support existing work throughout the curriculum. Good practice exists in some classes. In Key Stage 1, opportunities are provided for pupils to develop basic skills, where they develop 'one-step' keyboard routines. In a Year 4 lesson, good links are made between the class topic book on Ancient Egypt and the CD-ROM. This enables pupils to practise information retrieval, whilst pursuing the same work as the remainder of the class. In Year 5, pupils compile a portfolio of work. They write a short evaluation of each task that enables them to reflect upon their progress. This good practice in recording work enables a clear judgement to be formed on attainment. In Year 6, independent work is promoted where pupils use a spreadsheet to record data gathered during field studies.
123. However, there is insufficient use made of information technology across the curriculum and there is inconsistent practice within year groups. The current experience of all pupils is too narrow. For example, pupils in Year 6 can only identify four curricular areas where they have used information technology to support their work. Medium term planning does not draw upon the use of information technology to support learning in other subjects. Currently, there is a lack of consistency in assessing and recording the progress that pupils make. There is not enough direct skills teaching with class groups. The result is that overall progress is too slow across year groups and that expensive equipment is under used. This impacts on pupils' attainment since they are not presented with sufficient access and challenge to reach national expectations. Younger pupils in each key stage are beginning to gain a broader experience as staff competence grows. Where opportunities are provided, pupils respond in a positive manner and behave well. They work well in pairs and support each other. Younger pupils begin to develop some independence in learning and older pupils evaluate their own progress.
124. There are a number of positive factors now in place. The development plan for the subject is sound and sets out a clear set of priorities. These include the provision of further staff training and the development of resources as part of the 'National Grid for Learning'. The newly appointed co-ordinator has a clear and convincing view of priorities for the future. She is already establishing exemplars of good practice, for example, pupil portfolios. The school has recognised the importance of developing information technology. An important demonstration of this is the creation of the school web site which has been identified as good practice by the local education authority. The school is providing opportunities for pupils to use the Internet.
125. Information technology is used to support the development of pupils' writing skills and makes a satisfactory contribution to the development of literacy in the school. Its' role in promoting numeracy is basically sound, but needs further development. The last inspection indicated that standards were variable and that all areas of the curriculum were not being covered. This position has not changed, however, the school is now moving forward in this area, with positive plans and a commitment to achieve higher standards over time.

MUSIC

126. The previous inspection found that the standard of music seen was good. Although few lessons were seen during the current inspection, work was seen with Year 1 and Year 6 pupils, with the choir and during hymn practice at both key stages. Inspection findings show that the good standards in music have been maintained. The school deploys the co-ordinator well to teach her specialist subject at Key Stage 1 and employs another music specialist to teach at Key Stage 2. This use of subject specialists has a positive impact on pupils' achievement and they make good progress in their singing and music making. Pupils with special educational needs work at their own level and make good progress in learning to use percussion instruments in class performances.
127. Singing in the Key Stage 1 hymn practice was tuneful and pupils consolidated their recall of words and tune. They followed the piano accompaniment well and sang sweetly and enthusiastically. In Key Stage 1

pupils learn to sing a variety of songs. They use voices and untuned percussion instruments to make soft and loud sounds to present a song. They follow picture symbols accurately to play their instruments at the correct time and have a good sense of rhythm. Pupils at this key stage respond well to teachers' directions and enjoy music making.

128. At Key Stage 2, pupils consolidate and build upon their earlier learning and make good progress in performing and composing. In Year 6, pupils have worked in the local environment and made an in depth study of the River Esk. Their topic has included work in science, history, geography and English. In music they are creating a piece of music about the river as it runs from its source to the sea. The specialist teacher provides good opportunities for the pupils to explore alternative ways of making sounds to portray the different features of the river. The teacher effectively encouraged pupils to use their initiative to find ways of creating particular effects. All pupils confidently volunteered suggestions, and were willing to try them out even though they knew that not all the ideas would work successfully. The teacher's very good subject knowledge enabled the pupils take control of composing their 'river' music and solve problems such as which would be the best way to play a glockenspiel to create the sound of water droplets. They made good progress as they worked together to find effective ways to record it using graphic notation, which enabled them to devise their own pictures or symbols to represent individual notes. The pupils used imaginative symbols to show the sounds they had created and could use this notation to repeat and refine their composition.
129. Work is increasingly challenging as pupils move through the school; by the time they are in Year 6, pupils are able to sing many songs from memory. In the Key Stage 2 hymn practice, pupils learned new hymns and songs. Their rhythm was accurate and notes were mainly pitched and sustained correctly. However, there is little real progress in singing skills in these practices since the groups are too large. It is difficult for the teacher to hear the sound made by individual pupils; helping such a large number proves to be difficult and limits opportunities to refine their singing skills. The older pupils sometimes lack enthusiasm and do not sing in these sessions so the sound made is quite thin for the large numbers taking part.
130. Pupils volunteer to sing in the choir and they create a bold, natural sound that is pleasing and in tune. They work hard to learn new songs and make good progress in their performance. The choir is well attended and the pupils sing well. During the week of inspection they willingly gave their time after school and at break times to prepare for the local Eskdale Music Festival. In practice, the pupils sang very well and with regard for the meaning of the songs. They tackled a range of traditional and modern songs and sang tunefully and with due regard for breathing and posture. Singing was controlled and pupils coped very well when singing a three part song.
131. The opportunity to learn to play an instrument is a strong feature of the school and many pupils learn to play the recorder in extra-curricular clubs. The school also has a small number of pupils who choose to learn to play other musical instruments. They receive tuition from the local authority's peripatetic music service. Pupils listen well to the wide range of different types of music played at the start and end of each assembly. They talk about the feelings and moods it inspires and give good reasons to support their stated preferences for particular pieces of music. For example, many pupils listened quietly and enjoyed time to reflect on the world about them as they listened to music inspired by the North American Indians' love of the natural world.
132. Pupils enjoy their music, work hard and listen carefully. They work well in groups and pairs to create their own pieces of music and many persevere when learning new songs. Pupils show good attitudes and care for the instruments they use. They share instruments sensibly in class music lessons. Most pupils settle quickly and are attentive during teachers' explanations. The youngest pupils are keen to make music and play their instruments very enthusiastically. In a lively lesson, Year 6 pupils thoroughly enjoyed their work and responded well when challenged to create music that would convey the impression of a waterfall. Pupils behave well and this reinforces their learning.

133. The quality of teaching is mainly good at Key Stage 1. The curriculum leader manages the subject well. Teachers have gained in confidence since the last inspection and the published scheme is used well. The specialist expertise of the music co-ordinator who works in Key Stage 1, and that of the part-time music teacher at Key Stage 2, results in good teaching at both key stages. The school has a very good range of well-chosen resources and these are managed effectively to promote music making and to support pupils' independence. The curriculum for music is enhanced by the good range of opportunities for pupils to take part in musical events beyond the school. For example, the choir joins pupils from other schools in the area to sing at the local music festival. Pupils take part in a candlelit carol service in St Mary's Church and sing to entertain senior citizens. The drama and music presentations are popular with parents who are pleased with the high quality of these performances and are proud of the high standards reached by their children.

PHYSICAL EDUCATION

134. In the last inspection of the school standards in physical education were satisfactory, with higher attainment in swimming. Since then standards have been maintained across all the strands of the curriculum for physical education; with many pupils at both key stages achieving highly in gymnastics, games, swimming and traditional country dancing. Teaching in these areas is often good and this effectively supports pupils' learning as they move through the key stages. Throughout the school, pupils build well upon their earlier learning to improve their skills and performance. Many make gains in their physical skills within the session. All pupils work at their own level and are involved in all activities. The specialist support staff work well with pupils with special educational needs. They encourage them to join in activities at a level that matches their physical development and enables these pupils to take a full part in lessons and to gain in self-esteem.
135. Pupils in Year 1 work with benches, trestles and mats and are developing skills in landing correctly after jumping from apparatus. They bear their weight on different surfaces and parts of the body as they develop balances on mats and apparatus. The teacher's clear direction ensures that pupils know what is expected of them. Pupils in Year 2 warm up energetically and move and stop with good control; they run and skip swiftly and lightly and are developing sound co-ordination. They practise a variety of ways of sending, receiving and travelling with a ball. Pupils develop sound hand and eye co-ordination and practise ball skills in pairs. Many pupils achieve increasing accuracy as they throw and catch a large ball, strike a small ball with a racket and dribble a ball with a hockey stick. Many pupils used space well as they followed or dodged a partner.
136. The high level of staff expertise enables pupils in the Year 4 classes to use their co-ordination skills to achieve well in traditional dance. They are well motivated by the teachers, who provide good demonstrations of the more complex movements. The pupils respond well to the music and work well in pairs to practise and refine their dance sequences. Pupils rapidly learn new steps and movements such as left and right hand swings. Many pupils move well, with light, controlled skipping steps and fit them well to the rhythm of the music. The teachers' clear directions and high levels of expectation ensure that pupils make substantial gains in their skills and develop an appreciation of their own heritage through traditional country dances. In Year 5, pupils demonstrated sound balancing skills as they practised a variety of gymnastic 'bridges' in their floor work. They competently set out equipment and many created imaginative balances on different pieces of apparatus. The teacher made good safety points and ensured that apparatus was set out and used correctly. In hockey, Year 5 pupils transfer well their learning in other games and build upon their skills of trapping, passing and directing a ball. By Year 6, pupils sustain vigorous activity well and have a good understanding of the positive effects of physical activity on their health.
137. Pupils attend a local swimming pool when they are in Year 4. By the end of Key Stage 2 most pupils swim at least 25 metres using a recognised stroke, and many swim well beyond that. The school staff and a classroom support assistant, who is a well-qualified swimming instructor, teach the pupils effectively. This enables many pupils to make good progress in their swimming techniques and confidence in water. The school makes good use of the on-site pool to enable pupils to practise their skills.

138. Pupils are well motivated and their attitudes to physical activities are often good. Most pupils listen carefully and respond well to teachers' directions. They are eager to take part in the activities presented and relate well to their teachers and to each other. Most pupils are keen to demonstrate their skills to the rest of the class. They watch others carefully and are quick to applaud their success. Throughout both key stages, pupils use space confidently and in most lessons co-operate sensibly to put out and return apparatus. In many lessons, they work well in groups and learn from each other. They work hard to practise and refine their own performance. Behaviour is mainly good and pupils are aware of the need to work safely. The good attitudes and behaviour enables teachers to sustain a brisk pace in lessons and this ensures that pupils are able to develop a good range of skills over time.
139. The quality of teaching is mainly good throughout the school. The co-ordinator has provided staff with useful guidance for all aspects of the curriculum for physical education and this has ensured that they are confident in teaching the subject and have secure subject knowledge. Relationships are good and support pupils' learning. For example, in a very good dance lesson, the teachers' excellent rapport with the pupils encouraged their success. Teachers' well-timed interventions effectively promoted pupils' progress in developing a wide range of physical skills. Safety points are reinforced in most lessons and in many lessons pupils are encouraged to think about the importance of exercise and keeping fit. Most teachers provide supportive feedback and praise to enable pupils to improve their work. Class control is mainly good.
140. Although only dance, games, swimming and gymnastics were taught during the week of inspection, teachers ensure that the programme for physical education provides a range of activities based on the National Curriculum programmes of study. Different games are played according to the season. Many extra-curricular clubs that are well supported, reflect the commitment of staff and pupils and enhance the curriculum. These activities include football, rugby, netball, swimming and cricket and long distance running according to the season. The skills learned in these clubs are frequently used in lessons. Teams play successfully in competitive tournaments with other schools. The school has good links with its receiver secondary school and pupils have opportunities to use some facilities there. The subject is well led and the co-ordinator has had some opportunities to observe in other classes but this has not yet resulted in regular monitoring of practice.

RELIGIOUS EDUCATION

141. Standards of attainment in religious education do not match the requirements of the Locally Agreed Syllabus by the end of Key Stage 1. However, by the end of Key Stage 2, standards of attainment meet the requirements, with evidence of higher attainment in a few lessons. Since the last inspection reported standards in Key Stage 1 are lower, but have been maintained in Key Stage 2.
142. By the age of seven, pupils explore feelings and emotions and offer appropriate comments on them. For example, after hearing a story of the 'Owl Who Was Afraid of the Dark' pupils identified 'loneliness.' Pupils have some knowledge of the life of Christ and know he was born in Bethlehem. They recall aspects of stories, such as the 'Good Samaritan.' However, pupils do not have a secure knowledge of the basics of Christian faith. They are unclear about the significance of Easter and unsure of several aspects of Christ's teaching. Their knowledge of Judaism is under-developed. There is no evidence of recorded work in Key Stage 1. Pupils have not consolidated their understanding of basic Christian and Jewish beliefs sufficiently.
143. By the age of eleven, pupils have a good understanding of Christianity and a sound understanding of some fundamental beliefs in Judaism and Hinduism. Pupils are also aware of some beliefs in Islam. Pupils write in appropriate detail, for example, on Hindu creation stories. They are aware of major festivals in differing faiths and understand their significance. For example, they discuss and write about the 'pass-over.' Pupils recognise the importance of symbolism, knowing that washing in water is a spiritual cleansing act in different faiths. In discussion work, a number of valuable insights are made. Pupils in Year 6, offered thoughtful responses, for example, 'if you really believe, you can make yourself

feel better,' when discussing the pilgrimages to Lourdes. Pupils' responses demonstrated considerable maturity of thought.

144. In Key Stage 1 the standard of teaching is good in a number of respects. Stories are used effectively to promote thinking, and are supported by good questioning. Relationships are positive and pupils are managed effectively. Planning is clear for discussion work and this provide good opportunities for pupils to express their opinions. Resources are used well. However, the range of work planned is too narrow and pupils are not given sufficient opportunities to record what they know. The impact on learning is twofold; pupils do engage in valuable discussion and express feelings sensitively but they do not acquire sufficient knowledge and understanding of the two faiths set out in the programme of study.
145. In Key Stage 2, the standard of teaching varies from satisfactory to excellent and is good overall. In the excellent teaching, expectations are very high and the teachers' knowledge and understanding are very secure. A distinctive feature is the manner in which the class teacher is a role model promoting respect for others and their beliefs. This encourages pupils to reflect and express their own feelings with maturity. Elsewhere, some effective questioning encourages all pupils to contribute. Resources are used effectively. At times worksheets lack challenge and pace is a little slow. Overall, however, pupils are provided with a good range of opportunities to explore the major world faiths. The overall good quality of teaching has been maintained since the last inspection.
146. Pupil responses throughout the school are satisfactory and often good. They enjoy discussion and participate sensibly. Older pupils reflect sensibly and then contribute well to discussions. Behaviour is good throughout the school. The subject makes a good contribution to the development of pupils' spiritual, moral, social and cultural development. The curriculum is effectively planned to meet the requirements of the Locally Agreed Syllabus and exceeds those requirements in Key Stage 2. The co-ordinator has an appropriate view of religious education within the curriculum and has worked hard to build up a good range of resources. Arrangements for monitoring curricular outcomes are under-developed. The subject promotes literacy well in Key Stage 2 and speaking and listening well in Key Stage 1. Numeracy is promoted appropriately when considering different religious periods. The use of information technology is under-developed.