

INSPECTION REPORT

WEDDERBURN INFANT AND NURSERY SCHOOL

Harrogate

LEA area: North Yorkshire

Unique reference number: 121424

Head teacher: Mrs B Leadbeater

Reporting inspector: Mr D Hardman
17794

Dates of inspection: 14 02 2000 – 18 02 2000

Inspection number: 188156

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Nursery

School category: Community

Age range of pupils: 3 - 7

Gender of pupils: Mixed

School address: Wetherby Road
Harrogate
North Yorkshire

Postcode: HG2 7SG

Telephone number: 01423 883551

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Appropriate authority: The Governing Body

Name of chair of governors: Mrs H Hendry

Date of previous inspection: 24 06 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr D Hardman	Registered inspector	Science	Characteristics
		Information technology	Standards and the school's results
		Art	Teaching
			Leadership
Mr A Anderson	Lay inspector	Equal opportunities	Pupils' attitudes, values and personal development Partnership with parents The school's care for the pupils
Mrs J Holmes	Team inspector	English	Assessment and monitoring
		Physical education	
		Music	
		Religious education	
		Under fives	
Mr D Horlock	Team inspector	Mathematics	Curricular opportunities
		History	
		Geography	
		Design and technology	
		Special educational needs and English as an additional language	

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The Registrar
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Wedderburn Infant and Nursery School is a large infant school with a purpose built nursery. The school is situated on a main road to the south of Harrogate. The school shares the site with the adjacent Junior school to which most pupils transfer. The school serves a socially and economically mixed catchment area and pupils' attainment on entry to the school is very varied. There is an increasing number of pupils joining the school throughout the year; for example, in the current year the school has admitted 25 pupils and seven have left. Each year the school admits a number of American pupils whose families live and work at the Menwith Hill Base.

There are 41 boys and 51 girls attending the nursery on a part time basis. There are 152 boys and 108 girls currently on roll. There are thirteen pupils who have English as an additional language and four from ethnic minorities. Approximately twenty two per cent of pupils are eligible for free school meals, which is broadly average. Twenty two per cent of pupils have been identified as having special educational needs; this is broadly in line with the national average and three per cent have statements of special educational need, which is above the national average.

The school aims to ensure that all pupils:

- experience a broad and balanced curriculum;
- acquire knowledge and skills;
- develop enquiring and creative minds;
- develop skills in literacy and numeracy;
- develop a sense of wonder and show care of the environment;
- foster physical and emotional development;
- learn tolerance and understanding of others, regardless of race, religion, culture or gender;
- are encouraged to take responsibility for themselves and acquire self discipline;
- community links are developed to benefit the pupils.

The school priorities for development are:

- continue to improve the effectiveness of literacy teaching.
- introducing the Numeracy Strategy and raising standards in mathematics;
- improving staff skills and school resources for information technology;
- continuing to strengthen links between nursery and reception;
- reviewing the effectiveness of the current assessment policy and practice;
- continuing to develop effective support for pupils on the special educational needs register;
- improving the effectiveness of monitoring procedures throughout the school;
- reviewing the effectiveness of the teaching of science;
- reviewing the breadth and balance of the curriculum in the light of recent guidance.

HOW GOOD THE SCHOOL IS

Wedderburn Infant and Nursery School is an effective school that is improving standards in numeracy and literacy. The quality of teaching is good and often very good, supported by very good leadership and management. Pupils enjoy their lessons and make good progress. The relationships in the school are very good and all work very effectively together. Despite the fact that the cost of educating pupils is slightly higher than the national average, the school provides good value for money.

What the school does well

- The leadership of the school by the head teacher, senior management team and governors is very good. The monitoring and evaluation of teaching and the delivery of the curriculum is very good.
- Teaching is good and often very good throughout the school. Good teaching was seen in every class.
- The quality of the provision, teaching and teamwork in the nursery is a strength of the school.
- The procedures and provision for pupils with special educational needs and English as an additional language are good. As a result, pupils make good progress.
- Pupils' attitudes and behaviour are good. Relationships are very good and opportunities for personal development are good.
- The provision for pupils' moral and social development is very good.
- Partnership with parents and the links with the community are very good and make a significant contribution to pupils' learning.

What could be improved

- The standards achieved by pupils in information technology.
- The equipment to support information technology.
- The identification of assessment opportunities in teachers' planning and their use to guide future planning.
- The health and safety of pupils in a number of specified areas.

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 first inspected in June 1996 and the school leadership has responded effectively to the last inspection. The roles and responsibilities of the senior management team have been reviewed and now give a clearer educational direction to the school. The procedures for monitoring the quality of education provided by the school and the role of the curriculum co-ordinators have been developed to include monitoring of teaching and the delivery of the curriculum. The head teacher plays a leading role in monitoring and provides very good leadership.

The role of co-ordinator for special educational needs has been strengthened and the procedures for monitoring the provision for, and progress of, pupils with special educational needs are now good. The format for short term planning is better and clearly identifies what pupils are expected to learn. However, teachers do not consistently identify the opportunities for assessing pupils' attainment and progress in their planning. As a result, there is not always the quality of information needed to set clear targets for learning of groups or individuals. Assessments are not used regularly enough to guide planning.

The school has not made progress on a few matters of health and safety. These issues were brought to the attention of the head teacher and governors during the inspection and good initial plans to deal with them have been formulated.

The school has worked well to address most of the key issues from the previous report and is well placed to maintain the strengths of the school and build effectively upon them.

STANDARDS

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

Performance in:	compared with			
	all schools			Similar schools
	1997	1998	1999	1999
Reading	B	D	E	E
Writing	C	E	E	E
Mathematics	C	D	D	D

Key

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

The table shows that in the 1999 national tests for seven year-olds, the school's results were well below the national average in reading and writing and below the average in mathematics. When compared to similar schools, pupils performed well below the average in reading and writing and below the average in mathematics. These results reflect what the school expected because of the high number of pupils with special educational needs in the last two cohorts of pupils in the school. There was also a higher proportion of boys in Year 2 last year and a significant number of these boys had special educational needs. Another contributory factor to these low results is the fact that over twenty per cent of pupils joined the school during Key Stage 1 and so did not benefit from the education provided by the school in the nursery and reception classes. The impact of the school's implementation of the National Literacy and Numeracy Strategies did not have time to make a significant impact on pupils' attainment. Further analysis of the 1999 test results shows that other than those with special educational needs, all pupils achieved in line with or higher than the level expected for their age in reading and mathematics and ninety seven percent achieved in line with or higher in writing. The results of the inspection find that, by the age of seven, standards in English, mathematics and science match those expected of pupils of this age. The trend of pupils' attainment over time has fallen in recent years but is now improving, as a result of good teaching and clear direction for future improvement set by the recently appointed head teacher, with very good support from the senior management team and governors. The school is improving standards and is well set to meet its agreed statutory targets.

Standards for seven year olds in speaking and listening, art, music and physical education are above those expected nationally. In religious education, standards match those expected for seven year olds in the locally agreed syllabus. Standards in design and technology, history and geography match those expected nationally. Pupils' standards in information technology are below those expected nationally because the old computers often break down and the limited resources in the school provide insufficient opportunities for pupils to extend their skills. The school is aware that pupils' attainment and progress in information technology could be improved; they have a very good action plan ready for when the government grant is available to provide the resources required to implement it.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to their work. They enjoy coming to school, which has a positive impact on their learning.
Behaviour, in and out of classrooms	Pupils know what is expected of them and they behave well. When they move around the building, use the dining hall and play at break times most are considerate, aware of the needs of others and show support for each other.
Personal development and relationships	Pupils' personal development is good. They respond well to encouragement to take responsibility for their actions. The relationships in the school are very good because of the commitment of all the staff to the pupils in their care.
Attendance	Attendance is good and above the national average. Most pupils arrive at school promptly, settle into class quickly and lessons start on time. There have been very few exclusions from the school in the previous two years.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years
Lessons seen overall	Good, often very good	Good, often very good

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

Seventy lessons or part lessons were seen. Teaching was satisfactory or better in all lessons, good in 47 per cent and very good in a further 41 per cent of lessons. There was no unsatisfactory teaching seen during the inspection. Teaching was good and often very good throughout the school. Teaching was consistently very good in the nursery. The quality of teamwork by all staff throughout the school makes a positive contribution to pupils' learning. Good teaching was seen in every class in the school. The school has improved standards in teaching since the previous inspection. The quality of teaching throughout the school makes a significant contribution to the way pupils learn. The teaching of literacy and numeracy is good for all pupils. Pupils with special educational needs and English as an additional language are well supported by good teaching that provides challenging activities. Good and often very good teaching of basic skills, the high expectations teachers have of pupils' behaviour and effort, well managed lessons that maintain a lively pace and lead to good concentration by most pupils, make a significant contribution to pupils' learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad, balanced and relevant curriculum that meets the needs of all pupils. Children under five in the nursery and reception classes are provided with a wide range of activities that meet the desirable learning outcomes for children of this age. A wide range of activities, both in and out of school, enhance the very good provision for pupils' personal development.
Provision for pupils with special educational needs and English as an additional language	The school makes good provision for pupils with special educational needs and English as an additional language through carefully written individual education plans. Teachers know their pupils well and provide challenging activities that make a positive contribution to their attainment and learning.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	The provision for pupils' personal development is very good. Spiritual development is satisfactory, pupils' moral and social development are very good and cultural development is good. This provision makes a significant contribution to promoting the school aims.
How well the school cares for its pupils	Procedures for child protection and for ensuring pupils' welfare are good. There are good procedures to assess pupils' attainment and progress. However, assessment opportunities are not consistently identified in teachers' planning and, although teachers know their pupils well, there are times when teachers' planning does not always take sufficient account of pupils' daily learning. The school has recently developed procedures for tracking the progress of every pupil which is enabling individual, challenging targets to be set.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The head teacher and senior management team provide very good leadership and give a clear educational direction for the school. The quality of teamwork by all staff is good and fosters a positive ethos in the school where all pupils are valued and their efforts very well supported. Co-ordinators effectively monitor teaching and learning in their subject areas.
How well the governors fulfil their responsibilities	The governing body takes its responsibilities very seriously and governors are committed to helping the school move forward. They make a good contribution to the effective running of the school and are committed to maintaining and raising standards further.
The school's evaluation of its performance	The school knows its strengths and areas for development and has a good grasp on how to improve. The school has a developing range of assessment procedures to monitor pupils' learning. All staff work hard to improve their own work and the educational opportunities presented to pupils.
The strategic use of resources	The school has sufficient staff to meet the needs of the National Curriculum and staff are well deployed throughout the school. Support staff play an important role in the life of the school and make a significant contribution to pupils' learning. The accommodation is well maintained. With the exception of information technology, resources to support pupils' learning are satisfactory and used effectively. Specific grants are used well for their designated purpose. The school's finances and administration procedures are good. Although it costs slightly more to educate each pupil than is the case nationally, 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"> • Their children like school • Their children are making good progress • Behaviour in the school is good • Teaching is good • They feel they can go to the school with any questions or problems • The school expects children to work hard • The school helps children to become more mature and responsible • The school is well led and managed 	<ul style="list-style-type: none"> • The range of activities outside lessons • The information they receive about children's progress

The parents consider that they have a good partnership with the school and express satisfaction with virtually all areas of its life and work. The inspection findings confirm the positive views expressed by parents about the school. There is a wide range of activities outside lessons that greatly enhance pupils' education. Good quality weekly newsletters, annual reports, consultation evenings, the notice boards outside each classroom and the school's 'open door' policy provide parents with a wide range of information about school activities and their children's progress.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1 Children attend the nursery either mornings or afternoons only, and transfer to their preferred infant school in the September prior to their fifth birthday. The majority move directly into one of the three reception classes within the main building at Wedderburn School. A number of other children, with a variety of pre-school experiences, join the school in the reception classes. Curricular provision in the nursery and in the reception classes is good, and is appropriately based on the areas of learning for children of this age. There are good facilities and equipment in both areas that support teachers' work in promoting learning in speaking, listening, numeracy, investigative work and physical development. Provision in the purpose built nursery is very good and provides a firm foundation for children's future learning.

2 There is a wide range of attainment on entry to the nursery. Although some children have attainment that is appropriate for their age, there is a significant number of children whose attainment is well below what might be expected, particularly in language, mathematics and personal skills. However, as a result of good and very good teaching in the nursery and reception classes, all children make good progress in all areas of learning. By the time they are five their attainment, although still below in some areas of learning, is much closer to expected levels. Some children's attainment matches or exceeds that which is expected for their age. Children with special educational needs and English as an additional language, are identified promptly and appropriate provision is made for them.

3 In the national tests for seven year-olds in 1999, the school's results were well below the national average in reading and writing and below the average in mathematics. In teacher assessments of speaking and listening and science, pupils' attainment was below that expected for their age. The number of pupils reaching the higher levels was below the average in reading and close to the average in writing, mathematics and science. When compared to similar schools, pupils performed well below the average in reading and writing and below the average in mathematics. These results reflect what the school expected because of the high number of pupils with special educational needs in the last two cohorts of pupils in the school. There was also a higher proportion of boys in Year 2 last year and a significant number of these boys had special educational needs. Further analysis of the 1999 test results show that other than those with special educational needs, all pupils achieved in line with or higher than the level expected for their age in reading and mathematics and ninety seven percent achieved in line with or higher than the level in writing. Another contributory factor to these low results is the fact that over twenty per cent of pupils joined the school during Key Stage 1 and so did not benefit from the education provided by the school in the nursery and reception classes. The school's implementation of the National Literacy and Numeracy Strategies did not have time to make a significant impact on pupils' attainment.

4 The results of the inspection find that, by the age of seven, pupils' attainment in reading and writing, mathematics and science match those expected of pupils of this age. Pupils' attainment in speaking and listening is above what is expected for their age. The trend of pupils' attainment over time has fallen in recent years but is now improving, as a result of good teaching and clear direction for future improvement set by the recently appointed head teacher, with very good support from the senior management team and governors. The school is improving its standards and is well set to meet its agreed targets.

5 By the end of Key Stage 1, the standard of reading is satisfactory and pupils have a reading age that matches what is expected of seven year olds. There are a number of higher attaining readers who

show fluency, expression and understanding when reading. Many of these pupils are already independent readers and have access to a wide range of books. Pupils' attainment in writing matches the level expected for their age. Progress is good and careful attention is given to handwriting, punctuation and spelling. Pupils are encouraged to write unaided from an early age and by the end of Key Stage 1, their writing is clear and neat. In the reception and Year 1 classes pupils are effectively introduced to computers to draw pictures and put titles and short descriptions on them. Pupils' speaking and listening skills are above what is expected of seven year olds. Most pupils listen attentively to the introduction to lessons and make sensible contributions to discussions. For example, in a Year 2 science lesson pupils explained the conditions needed to make a test fair and made good predictions for which magnet was the strongest.

6 By the end of Key Stage 1, pupils' attainment in mathematics matches the level expected for their age. Pupils develop competence in the four rules of numbers. They learn to manipulate numbers quickly in the daily mental mathematics session, which has a positive impact on their attainment. By the age of seven, most pupils order numbers to 100 accurately. Pupils use and apply mathematics in practical tasks such as using money. They set out their work in a variety of ways including ways that relate to their mental work. Pupils, including those with special educational needs and English as an additional language, make good progress in improving their ability to solve mathematical problems.

7 By the end of Key Stage 1, pupils' attainment in science matches the level expected for their age. Pupils make good progress developing their scientific knowledge and skills. They classify materials according to simple criteria and recognise that some changes to materials are reversible, such as ice into water. They recognise and accurately name the planets of the solar system. A good investigation to test which surfaces a model car travels over fastest showed accurate recording of the experiment and charts were used effectively to compare one material with another. Pupils conduct simple experiments with plants and recognise the need for heat, light and water as conditions for growth.

8 By the end of Key Stage 1, pupils' attainment in information technology is below that expected for their age. The school has made considerable efforts to improve its curriculum over the past few years. Information technology is valued as an essential part of the curriculum, although the time given to it varies from class to class, because of a shortage of suitable programs to support the curriculum. This adversely affects the quality of what is achieved in the various strands of the subject, which include communicating and handling information, modelling and measuring. Pupils often do not make satisfactory progress in developing their skills and knowledge. However, they use their keyboard skills to produce short pieces of text on the screen, know how to use the mouse and understand the use of the cursor and use it in art programs to create effective pictures, for example, in their work on Christmas cards. In discussion, pupils in Year 2 identified ways in which they use technology to make objects, like the floor robot, move. The school is aware of the problems in the subject and has very good plans for its development when the government grant is available.

9 By the end of Key Stage 1, pupils' attainment in religious education matches that expected for their age. Pupils have skills which enable them to relate what they learn in religious education to their own life and experience. This fully meets the requirement for pupils to learn about, and from, religion. Pupils consolidate their learning about Christianity, through stories from the Bible and from discussions. They know that the Bible is an important book to Christians and understand the significance of Christmas and birthdays.

10 By the end of Key Stage 1, pupils achieve standards that are above the level expected for their age in art, music and physical education. In art, pupils use tools and materials safely. Pupils are encouraged to look closely at works by famous artists, for example Lowry, and to experiment with lines of different thickness when creating patterns using a variety of colours and pencils. In design and

technology, pupils use a good range of resources and apply the basic skills of measuring, cutting, joining and decorating materials. Pupils produce effective designs, which give them the opportunity to think carefully about the design process and what they are trying to achieve.

11 Pupils with special educational needs and English as an additional language meet the targets set out in their individual education plans. They make good progress in their learning.

Pupils' attitudes, values and personal development

12 Pupils' attitudes and behaviour are good and their personal development and relationships are very good. Pupils' attendance is good. The school has maintained these standards since the previous inspection.

13 There were many examples observed in the classroom where pupils displayed good attitudes both to their work and to their fellow pupils and teacher. The attitudes of pupils throughout the school are consistently good. The attitudes of pupils with special educational needs and English as an additional language are also good, both in lessons and when they receive specialist support. These attitudes make a positive contribution to pupils' learning and the progress they make during their time in school. Pupils enjoy their lessons and show a keenness to learn. Although there is documentary evidence in the school's records of two fixed term exclusions and very rare occurrences of bullying, the observed behaviour of pupils throughout the inspection was at least good. Where the teaching element of a lesson was very good, pupils were usually quick to respond and demonstrate very positive attitudes and behaviour in the classroom. Attitudes and behaviour were particularly good in the nursery and one child was very quick to share his play dough and work station with the inspector. Good behaviour was also evident in a whole school assembly even though the hall was full of pupils for twenty minutes. Good attitudes and behaviour were also observed in the hall each day during the dinner break.

14 Relationships between pupils and between pupils and adults are very good. All staff know their pupils very well and pupils are treated in a very mature manner. Pupils collaborate very well when working on group tasks and respect and listen to each other's views. Teachers are keenly aware of pupils' needs. Young children in the reception class were observed regularly sharing resources and co-operating well with adults in their work and pupils worked effectively together in pairs and small groups to carry out activities in all subjects. Pupils also work well in collaboration, for example, a very good display of team work was observed in a physical education, football for fun, lesson which also ran over into an extra curricular activity. Due to the lack of space, pupils had to take turns to play the football game, and whilst waiting 'on the bench' they shouted encouragement to their team mates who were working very hard to develop their individual and team skills on the pitch. The school provides opportunities for pupils to develop their social skills through speaking, listening and taking responsibility for tasks such as taking registers to the office and tidying up the classrooms. Pupils respond in a very positive manner to this provision. This positive picture is supported by parents' views expressed in their response to the questionnaire.

15 The overall attendance at the school is good and the incidence of unauthorised absence is small. Although there is some evidence of occasional lateness, most pupils come to school on time. School registers are correctly marked both in the morning and afternoon and one class register was maintained in an excellent manner.

16 Pupils' attitudes, values and attendance make a good contribution to their learning and personal development. The school is well placed to maintain these high standards and continue to develop this aspect of pupils' education.

HOW WELL ARE PUPILS TAUGHT?

17 Teaching is good and often very good throughout the school. Teaching was satisfactory or better in all lessons, good in 47 per cent and very good in a further 41 per cent of lessons. There was no unsatisfactory teaching seen during the inspection. Teaching was consistently very good in the nursery. The quality of teaching and teamwork by all staff make positive contributions to pupils' learning. The school has improved its standards of teaching since the previous inspection and good teaching was seen in every class. The teaching of literacy and numeracy is good for all pupils. Pupils with special educational needs and English as an additional language are well supported by good teaching that provides challenging activities. Good and often very good teaching of basic skills, the high expectations teachers have of pupils' behaviour and effort, well managed lessons that maintain a lively pace and lead to good concentration by most pupils, all make significant contributions to pupils' learning.

18 The teaching of basic skills in English and mathematics is very good. Teachers' planning is clearly linked to the requirements of the Literacy and Numeracy Strategies. Teachers plan their lessons well and work is well matched to individual pupils' needs. In English, they choose language work that engages all pupils and shows particular regard to their abilities. For example, in a Year 2 lesson, the teacher chose sentences to demonstrate the use of commas and pupils had to place them in the correct position on the board. The pace of lessons is good and teachers use the techniques of the Literacy and Numeracy Strategies to best effect. Pupils' relationships with teachers and adults in the classroom ensure that they achieve well. Teachers' expectations are high and pupils are challenged in lessons. This was seen in a Year 2 lesson, when pupils had to identify rhyming words such as, behaves, waves, caves and raves in a poem and then make up their own rhyming words to complete given sentences. Teachers effectively use the Numeracy Strategy and plan lessons that are challenging and interesting. For example, in a Year 1 mathematics lesson pupils used mental addition to work out problems using two numbers to 20. Lessons are well planned and teachers ensure that all pupils are actively engaged in lessons that challenge them. For example, in a Year 2 mental mathematics session using tens and units, the teacher used increasingly large numbers to test pupils' mental agility in addition and subtraction, with pupils using a number line to help them work out the answers.

19 Teachers' expectations are high and they expect the best of all pupils. They question pupils well and work is well matched to individual needs. Pupils respond well to these high expectations and rise well to the challenge in lessons. In all year groups, pupils are encouraged to be independent as they work and they clearly understand that they have to get on with their task, as the class teacher works with other groups. They respond to this challenge very well and this has a very positive impact upon their learning and their levels of self-esteem.

20 Teachers have a good knowledge and understanding of the subjects of the National Curriculum. They use appropriate subject based language to develop the pupils' knowledge and understanding of the particular subject. This was particularly evident in English, science, mathematics, history and music where specific technical language was used well; for example in Year 2 pupils understand the term 'fair test' in science and know that only one part of an investigation can be changed if the experiment is to be fair. Teachers have a good knowledge and understanding of the teaching of mathematics and English and they are quick to build upon the areas that the pupils need to develop. They have the understanding to develop pupils' learning through carefully structured work with all pupils being challenged.

21 Teachers' planning is good for most subjects. Teachers use whole class sessions to effectively involve pupils of all levels of attainment and to encourage individuals to participate fully. For example, in a Year 2 science lesson, good questions were used to encourage pupils to think about their previous experiments with magnets and how important it is to make predictions of the likely outcome of experiments. Planning is consistent for most subjects; for example, in mathematics, teachers' medium

term planning shows the knowledge, skills and understanding to be taught. As a result, most pupils build effectively on their previous learning. However, teachers do not consistently identify assessment opportunities in their planning and do not always use the results of assessments to guide their future planning. Teachers overcome the disadvantages of this because they know their pupils very well, but it does sometimes mean that pupils, particularly the higher attaining pupils, are not as effectively challenged as they could be. Effective strategies used by teachers include working with groups and individuals, helping to solve specific problems. For example, in a Year 2 mathematics lesson pupils were set the challenge of subtracting single and double digit numbers and rounding numbers to the nearest 10. Teachers are aware of the needs of pupils with special educational needs and English as an additional language and make time to support them either individually or in small groups.

22 Teachers know and manage their pupils very well and provide good support for different activities. The very good relationships between staff and pupils create a secure climate in which to learn. In a Year 2 class, the teacher used language effectively and insisted that pupils 'look very carefully' at a sentence and decide where the commas should be placed to provide the correct punctuation pauses. Teachers respond well to the needs of pupils, including those with special educational needs and English as an additional language, and they intervene sensitively to offer support and encouragement. For example, teachers assess what pupils are learning in the lesson and make constructive suggestions as to how they can improve. This was particularly evident when a teacher was working with groups of pupils in a Year 1 religious education lesson where pupils improved their knowledge of Jesus and knew that he had many friends but twelve very special ones. Pupils were using good discussion to express their thoughts about friendship and clarify their own ideas. This was a stimulating session and allowed the teacher to observe and assess pupils as the activity proceeded, adapting questions according to the needs of different pupils.

23 Lessons are usually taught at a brisk pace. Teachers use time efficiently and, in the best lessons, they make very clear to pupils the amount of time allocated to tasks. For example, in a Year 1 mathematics lesson a clear target was set for pupils to use three number cards to create their own addition problems and work out ways to solve them. The brisk pace of lessons and the tasks set ensure that pupils' interest and concentration are maintained throughout. Teachers use resources effectively; for example, in a reception class the pictures of two famous artists were used imaginatively to encourage pupils to compare their differing styles. Pupils are encouraged to think for themselves and to choose their own methods to solve problems. For example, in a Year 2 science lesson on magnetism, pupils had to predict which of three magnets was the strongest. They decided which method to use to test their theory and record their results.

24 Teachers make daily informal assessments during lesson times on which to base their future planning. Although in some classes these are often very perceptive, there are no consistent methods adopted that address the need to include assessment opportunities alongside planning, in order to ensure that all pupils are fully challenged, especially in mathematics and science. Most teachers include positive comments when marking but do not consistently provide precise comments on what pupils need to do in order to improve. This makes it more difficult for some teachers to assess how well pupils are learning from their mistakes.

25 Teachers are implementing the homework policy effectively. They use homework effectively to support pupils' learning. There are opportunities for pupils of all ages to undertake homework and discussion with pupils shows that they are keen to complete the task given.

26 Teaching for pupils with special educational needs and English as an additional language is good. All staff have a very positive attitude towards these pupils and plan lessons to take account of them. Pupils have the opportunity to be challenged at their own level and therefore feel a sense of pride and achievement in the work they complete. Good use is made of day-to-day assessments to note any

areas of concern and plan future lessons. As a result of good teaching, pupils with special educational needs and English as an additional language make good progress.

27 Pupils throughout the school are keen and interested in their lessons. They are enthusiastic learners who enjoy coming to school and meeting the challenges provided for them by their teachers. They are challenged in the lessons and teachers have high expectations of pupils and their work. All pupils try hard and this is evident in their levels of improving achievement. Pupils show good concentration on the tasks set for them.

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

28 Since the last inspection the school has improved its curriculum provision. There is greater consistency in the way that the curriculum is planned and delivered. Teachers now plan for pupils across whole year groups and share ideas for effective teaching strategies and resources. The head teacher maintains a regular programme of monitoring of teaching and learning; a process that results in the identification of priorities for further curricular development that are shared with staff. The more rigorous monitoring of subjects by co-ordinators complements this process. They have used non-teaching time constructively to identify aspects of need within their responsibility, which in turn are addressed in action plans. For example, the mathematics co-ordinator has organised visits to observe the teaching and learning in schools noted for the quality of its provision in this curriculum area.

29 The curriculum reflects the school's aims and values and makes a significant contribution to pupils' intellectual, physical and social development. The school provides a broad and balanced curriculum, with National Curriculum subjects and religious education taught for appropriate proportions of time. They are taught mainly as separate subjects although purposeful cross-curricular links are considered in planning. For example, the historical study of toys in the past complements science work on forces such as pushing and pulling and characteristics of favourite toys are recorded on graphs. Similarly, a mathematics investigation on number and shape is improved by art work on stained glass windows. Statutory curriculum requirements are met although pupils have insufficient experience of information technology to ensure that there is satisfactory attainment and progress in this curriculum area. The school is successfully implementing the National Literacy and Numeracy Strategies and this has helped the school maintain and improve standards in English and mathematics. This is at a time when the school has an increasing number of pupils with special educational needs and a significant proportion of pupils have entered the school in Years 1 and 2, and therefore have not fully benefited from the school's curriculum provision.

30 Whole school plans are in place in every subject. These are presented in different formats but all are consistent with and help to ensure coverage of National Curriculum requirements. Several schemes of work, such as that for design and technology, provide detailed guidance for teachers to plan varied and interesting activities but the policy for mathematics has not been updated to take account of the requirements of the National Numeracy Strategy. Policies and schemes for foundation subjects such as history and geography do not stress the importance of further opportunities for the subjects to complement literacy and numeracy. The school widens pupils' experiences by positively promoting the arts across the curriculum, planning visits to museums and art galleries. Pupils are given the opportunity to respond to music from different cultures and they express their feelings in creative writing, poetry and dance.

31 The quality of the curriculum for children under five is good with carefully planned activities that contribute to the desirable learning outcomes. There is a particular emphasis on the development of literacy, numeracy and personal and social development and this contributes to good progress in these areas. As a result, children are well prepared to move purposefully onto the National Curriculum

programmes of study and their next stage of education. There is also good curriculum provision for pupils with special educational needs and English as an additional language. They are supported within a positive and encouraging ethos and make good progress in English and mathematics when measured against their prior knowledge and understanding. The curriculum is appropriately adapted and modified to take account of their requirements. The school is implementing the principles and practices of the Code of Practice effectively and all identified pupils have individual educational plans. The targets are relevant and precise, and progress is carefully monitored. Parents are actively consulted about the review of these plans and about pupils' progress. The organisation and curriculum of the school promote equality of access and opportunity for all pupils.

32 The governing body fulfils its statutory responsibilities. Aspects of sex education are dealt with sensitively when pupils ask questions and more formally in aspects of science and health education. There is a coherent programme of personal and social education in which pupils are encouraged to take responsibilities for their actions and to make choices in mature and responsible ways. For example, the issue of substance misuse is introduced in the context of awareness that there are different substances that can be beneficial or otherwise, and in the consideration of healthy diet and lifestyle. Pupils' personal development is enhanced further by the opportunities provided to take responsibilities in class and to work independently with minimal supervision in groups. Pupils show respect for the opinions and contributions of others, and in lessons and assemblies a respect and concern for the environment is fostered. As a result, the school has a positive ethos and a supportive learning environment.

33 The school's provision for spiritual, moral, social and cultural development as a whole is good. There is satisfactory provision for spiritual development. Arrangements for collective worship conform to statutory requirements. Assemblies are dignified occasions and pupils behave appropriately. Themes are developed through story and prayers and sometimes reinforced by music and song. There are opportunities to reflect on important issues such as the enormity of the universe and the importance of appreciating beauty in the world. These values are complemented across the curriculum, for example in a study of the earth and beyond in science. Pupils are encouraged to express their feelings about art and music. For example, pupils in Year 2 express their responses to the dramatic crescendos contrasted with the serene and harmonious passages of Holst's 'Planets Suite'. They express these feelings through poetry and art and similarly respond to the paintings of Lowry. Pupils are encouraged in assembly and in religious education to appreciate their own faith as well as the faiths of other cultures including Islam and Judaism.

34 Provision for moral development is very good and the fact that the school is helping pupils become mature and responsible is valued by parents. Good relationships are positively promoted and the school fosters habits of honesty, fairness, tolerance and thought for others. Assemblies and stories, including Bible stories, are used to reinforce the caring and sympathetic ethos emphasised in the school's aims. From the nursery class onwards, expectations about pupil behaviour and attitudes and the values of the school are made clear. These are reinforced by a policy that emphasises rewards for appropriate behaviour and achievement which is shared in assembly. Sanctions for unacceptable behaviour are made clear and pupils know that they must take responsibility for their choice of action. Staff provide good role models and the success of the school's policy is seen in the high quality of the relationships between adults and pupils.

35 Provision for pupils' social development is very good. Pupils are encouraged to relate effectively to others. Pupils respond positively to opportunities to work in pairs or in groups. From Early Years classes, pupils are encouraged to develop independence and responsibility, for example, by helping others, looking after equipment and tidying areas of the classroom. At the start of the academic year, pupils help newer children at play times and lunch times. Pupils are responsive to the needs of others, contributing to charity appeals, visiting the local hospital and baking biscuits for a school coffee

morning for a cancer appeal. Pupils showed initiative in suggesting that the school should support a Blue Peter appeal. Pupils take responsibility for welcoming and mentoring those pupils who are refugees from Kosovo.

36 Pupils have opportunities to appreciate and understand their own culture and traditions and this aspect of provision is good. Their experiences are enriched through visits to a museum, art gallery and farm. During a visit to York Minster, pupils studied the stained glass windows, which stimulated follow-up art work at school. In history, pupils in Year 2 study famous people who have contributed to our society. During a `Book Week`, pupils dressed up as famous characters and a local author visited school to talk to pupils about writing stories. Pupils have the opportunity to learn traditional country dancing. There is satisfactory provision for pupils' awareness of the traditions of other cultures. Music from China, India and Africa is played in assembly and there is awareness of the festivals of other faiths such as Divali.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37 The procedures for child protection, welfare, and the monitoring of academic performance and for pupils' support and guidance are good. The school has maintained standards since the previous report and continues to be a very caring community, all staff know their pupils very well and very good relationships are evident. These underpin the success the school achieves in all elements of this aspect of school life, as well as the success and confidence enjoyed by individual pupils. There are some weaknesses in the health and safety provision at the school.

38 Child protection procedures are in place and effective. The school nurse, who is a frequent visitor to the school, provides a very high degree of welfare support to individual pupils and to their parents. Teachers know their pupils well and they are quick to observe any personal difficulties in the classroom and to take appropriate and remedial action. The school carries out occasional health and safety audits but some of the recommendations made during the last inspection had still not been implemented at the start of this inspection. An informal meeting between the inspectors and the governing body resulted in very prompt action being taken on the part of the school and any remaining issues are at the top of the school's priority list.

39 Although the school monitors the individual levels of pupil absence, some of the pupils exhibiting the highest levels of absence are not always quickly identified and followed up. The school has developed a range of effective strategies for the monitoring and control of behaviour and, although there are two references to fixed term exclusion, these were both for the same pupil who is no longer on the school's roll. The head teacher has developed a very good recording system for incidents and the school is aware that the follow up procedures to some of these incidents are not always consistently implemented. Pupils' academic performance and personal development are monitored by the school and steps are taken to identify individual problems. There is an effective range of strategies which include formal assessment and the preparation of individual education plans for pupils with special educational needs. However, assessment opportunities are not consistently identified in teachers' planning and, although teachers know their pupils well, there are times when teachers' planning does not always take sufficient account of pupils' daily learning. The school has recently developed procedures for tracking the progress of every pupil which is enabling individual, challenging targets to be set.

40 The statutory requirements for assessment are fully met and, together with the school's own additional assessment procedures, confirm pupils' attainment and progress as their learning develops. The youngest children are assessed against a checklist to establish their individual level of development when they enter the nursery. This checklist is used regularly to record progress, to help teachers, both in the nursery and in the reception classes, to plan learning that meets the needs of individual pupils.

The school routinely uses a range of standardised tests in other year groups to establish pupils' strengths and weaknesses in English and similar testing is being extended to mathematics. However, the school has not yet developed procedures to ensure that all teacher assessments, made across this age range, are judged to similar standards. The information provided by the checklist and Key Stage 1 assessments are now carefully monitored and analysed in order to help the school track the progress of all pupils, set challenging targets and raise overall standards. Individual files of pupils' work which track progress, especially in English, have been established and, in Years 1 and 2, a very useful early start has been made in setting individual writing targets reminding pupils how to improve their work. Teachers make daily informal assessments during lesson times on which to base their future planning. Although in some classes these are often very perceptive, there are no consistent methods adopted that address the need to include assessment opportunities alongside planning, in order to ensure that all pupils are fully challenged, especially in mathematics and science. The marking policy is to be reviewed to bring it in line with current practice in school and to ensure that it is consistently applied. Most subject co-ordinators monitor teachers' planning and have a clear overview of teaching and learning. Pupils with special educational needs and English as an additional language are well supported and their progress is monitored through specific individual education plans.

41 Informal and ongoing systems are in place to monitor pupils' personal development. Effective procedures are in place to support pupils when they first enter school and when they transfer to the reception classes. Very good relationships between pupils and all staff promote feelings of security and allow pupils to develop with confidence. Pupils are happy in school and show respect, tolerance and friendship to others. Behaviour is good and is promoted by all staff. Any incidents of concern are well recorded and parents kept fully informed. Special procedures to develop self-esteem are used when needed and recognition of pupils' achievements are recorded and celebrated weekly. For example, the school acknowledges pupils' individual achievement through the praise given in the classroom and, more formally, in the gold book which is linked to the weekly achievement assembly. Classroom support assistants and nursery nurses work very closely with the teaching staff to monitor the academic and personal progress made by pupils in the school. The quality of this teamwork has a positive impact on pupils' learning. Where appropriate, some pupils are identified as having special educational needs and they receive good support and guidance.

42 The high level of welfare support to pupils at the school has a positive impact on their learning and personal development. The school is in a good position to continue developments.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43 The school has maintained and consolidated the very good relationships with parents that were evident at the last inspection. This has a positive impact on many aspects of school life. The parents' meeting with the inspectors was well attended and the parental questionnaire, which was returned by a very high percentage of parents, provides a very positive view of the school. Parents are very supportive of the school and of its aims and objectives. Parents feel that their children like school and that they are making good progress. They also feel that teaching is good and that the school is well managed. The information provided by the school through the prospectus, annual reports to parents and regular newsletters is of a very high standard. Although the school reports include detailed sections on academic progress, most lack specific references to possible areas for development. The school makes very good use of classroom notice boards to keep parents very well informed of a wide variety of events. The range of extra curricular activities is good.

44 Some parents are frequent visitors to the school, providing very welcome classroom support and helping to support children on school trips. Discussions with parents during the inspection made very positive contributions to the information provided by the questionnaire. The school nurse provides a high level of support for both children and parents and this provision has a positive impact on the

whole school environment. There is a good level of additional support provided to the parents of pupils with special educational needs and English as an additional language who are welcome to discuss any issues in confidence with senior members of staff. The school has conducted helpful workshops covering literacy and numeracy and these have extended the already good relationships between home and the school.

45 Many parents play an important part in their children's education by helping them at home by listening to them read or in assisting them with occasional project work, which is related to a particular topic being studied at school. Whilst the Parent Teacher and Friends Association is only regularly supported by a relatively small number of parents, the organisation events are well attended and provide another important link between home and school. A play development worker is a regular visitor to the school and provides a very useful service in helping and advising parents on developing their children's interests and aptitudes to learning. The close and developing relationship with the adjacent junior school plays a significant part in helping children to transfer smoothly from one school to another at the end of Key Stage 1.

46 The school's links with parents provide a very good contribution to pupils' learning and personal development and are a strength of the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47 The head teacher and senior management team provide very good leadership and give a clear educational direction for the school. The quality of teamwork by all staff is very good and fosters a very positive ethos in the school where all pupils are valued and their efforts well supported. Co-ordinators effectively monitor teaching and learning in their subject areas. The governing body takes its responsibilities very seriously: governors make a good contribution to the effective running of the school and are committed to maintaining and raising standards further. With the exception of one issue, the school leadership has responded effectively to the last inspection. The roles and responsibilities of the senior management team have been reviewed and now give a clearer educational direction to the school. The procedures for monitoring the quality of education provided by the school and the role of the curriculum co-ordinators have been developed to include monitoring of teaching and the delivery of the curriculum. The head teacher plays a leading role in monitoring and, with the support of the senior management team and the governors, provides very good leadership.

48 The role of co-ordinator for special educational needs has been strengthened and the procedures for monitoring the provision for, and progress of, pupils with special educational needs and English as an additional language are now good. The format for short term planning is better and clearly identifies what pupils are expected to learn. However, teachers do not consistently identify the opportunities for assessing pupils' attainment and progress in their planning. As a result, there is not always the quality of information needed to set clear targets for learning of groups or individuals. Assessments are not used regularly enough to guide planning. The school has not made progress on some areas of health and safety. These issues were brought to the attention of the head teacher and governors during the inspection and good initial plans to deal with them have been formulated. The school has worked well to address most of the key issues from the previous report and is well placed to maintain the strengths of the school and build effectively upon them.

49 Children under five in the nursery and reception classes receive a good start to their education. There is effective use of all staff and the quality of their teamwork is having a very positive impact on children's learning. Throughout the school, the implementation of the Literacy and Numeracy Strategies is having a positive impact on pupils' learning as they move through the school. There are policies and schemes of work, in various formats, for all subjects. Teachers use these well to

guide their planning and ensure that pupils receive a breadth of curriculum experiences which build on their previous learning. There is now a consistent approach to curriculum planning and the formal assessment of pupils' progress and achievements is effective. All staff understand the requirements of the Code of Practice for pupils with special educational needs. The provision for these pupils is good.

50 The head teacher, senior management team and governors work together closely and manage the school very well. There is clear direction for the work of the school, ensuring that strategic decisions determine the financial and educational development of the school. The head teacher and key staff have monitored teaching and learning and they identify and share good practice. Detailed analysis of children's attainment on entry to the school is undertaken regularly by the head teacher and the results are used very effectively to set realistic targets for children's future attainment. The staff meet regularly, both formally and informally, to discuss curriculum matters. Curriculum and year group co-ordinators undertake their roles conscientiously. For example, there has been a thorough audit of teachers' skills in information technology and a very good action plan drawn up to identify the training they will need when the new resources are available.

51 All staff have a shared commitment to raising standards. They have succeeded in creating a learning environment where relationships are very good and pupils feel secure and valued. A very positive ethos reflects the school's commitment to achieve the highest educational standards and equal opportunity for all pupils. The governors are committed to improving the school building and maintaining standards in the school. They keep themselves well informed. The good committee structure enables them to support the head teacher and meet their statutory responsibilities. There are link governors in place for literacy, numeracy and special educational needs who visit the school regularly and effectively monitor the delivery of the curriculum. The chair of the governors works very closely with the head teacher and they meet regularly to discuss the school and its work. The school's aims are clearly expressed and have been collaboratively developed and agreed. The governors have a clear picture of the work of the school and are pleased with the improving attainment of pupils.

52 The school fulfils all legal requirements for special educational needs and the co-ordinator handles the work very efficiently and effectively. Good policies and procedures aimed at ensuring early identification and support are in place. Pupils are identified early in their school life and appropriate action is taken to provide clear, well defined targets to help them overcome their difficulties. The register is well organised and up-to-date and any changes in the circumstances of pupils are noted and, if necessary, acted upon. Individual education plans are in place for those pupils who require them and parents are involved in the review of their children's progress. The school liaises very well with outside agencies when necessary. The support for pupils with special educational needs is effective, as a result, pupils make good progress.

53 The school development plan is an effective management tool, which clearly identifies the priorities and targets to be tackled and guides the work of the school. It provides a baseline against which future development can be measured and is having a positive effect on the future direction of the school. Educational and financial planning are clearly cross-referenced. Priorities include the continued monitoring of the curriculum intended to improve further pupils' attainment and learning. The school knows its strengths and areas for development and has a good grasp on how to improve. All staff work hard to improve their own work and the educational opportunities presented to pupils. The school has clear targets for improvements. For example, the school has identified the purchase of new equipment and resources to improve pupils' attainment and progress in information technology.

54 The school has sufficient teachers to meet the needs of the curriculum, including areas of learning for children under five. Staff are well deployed and the distribution of curriculum responsibilities is appropriate. All teaching staff have been well trained in the implementation of the

Literacy and Numeracy Strategies. Educational support staff are very effectively deployed in classrooms. Their time and expertise is used efficiently and this is having a positive impact on the good progress made by all pupils, including those with special educational needs and English as an additional language. The school is very clean and well maintained, which reflects the school's attitude to the pupils and makes a positive contribution to their personal and social development. Satisfactory job descriptions are in place and there are effective procedures for the induction of staff new to the school. Mid-day supervisory staff make a positive contribution to pupils' well being at lunchtime.

55 The school site is split into three areas, the nursery, reception and Year 1 in the main school and Year 2 in three separate mobile classrooms. The nursery is self contained and although a little cramped when all the children are present, it is adequate for the effective delivery of the early years curriculum. The main school classrooms are of reasonable size and the hall is well used for assembly, physical education and as a dining room. The mobile classrooms are a little cramped when full but they are adequate and well used. The shared provision of a swimming pool is good and the outside play areas are satisfactory. The school is kept clean and used well for a variety of activities. Displays of pupils' work are used effectively to celebrate achievement, raise pupils' self-esteem and support personal development.

56 Learning resources in English, music and physical education are good. They are satisfactory in all other areas of the curriculum, apart from information technology where there is a limited number of suitable programs and computers are often old and frequently unsatisfactory because of regular breakdowns. The school has clearly identified resources needed for information technology and is awaiting government funding before the plans are implemented. The library, in a spare classroom, is well used and is a good resource for developing reading throughout the school. Independent and group research activities make use of the non-fiction resources and this has a positive impact on the quality of learning in English, history, science and geography. Resources for all curriculum areas are stored as appropriately as possible in a school with limited space. They are used effectively in classrooms to extend and develop pupils' skills and knowledge.

57 The efficiency of the school is good. Financial planning and control are good; the governing body has a finance committee who take responsibility for monitoring the school budget together with the head teacher and support from the local education authority. The head teacher effectively exercises day-to-day financial control within agreed limits. The finance committee discusses the school's budget proposals and the full governing body meets to examine and approve the full budget recommendations linking spending to the priorities laid down in the school development plan. Governors are very committed to maintaining standards and monitoring the effect of recent initiatives. For example, the introduction of the National Numeracy and Literacy Strategies has been monitored by the head teacher and the appropriate co-ordinators and reports on their success submitted to the governors to ensure the school receives good value for money from the spending on resources. The principles of best value are applied when making financial decisions.

58 The day-to-day administration of the school is good. The school administrative officer has a good knowledge and understanding of both the school and local authority systems, which makes a positive contribution to the smooth and efficient running of the school. The bursar, provided by the local education authority, monitors the budget very effectively and no points were raised in the most recent audit of the school's finances. The school has a slightly bigger surplus to carry forward from last year than most schools, partly because the number of pupils admitted was larger than expected. However, there are very good plans in place to use the money effectively to improve the resources available for mathematics and information technology. Money allocated for the support of pupils with special educational needs and English as an additional language is directed towards meeting their needs. Funding intended for professional training of staff is effectively used for that purpose. Good use is made of the expertise of staff, particularly support staff who are often very well qualified. This is

particularly effective in the teaching of all pupils, including those with special educational needs and English as an additional language. Staff use their professional expertise and time well to support one another and to help the school to improve. Staff make good use of resources and accommodation. Curriculum co-ordinators have carried out audits of their subjects, have prioritised the buying of resources and monitor the effectiveness of their use in maintaining standards. However, insufficient programs and old computers mean that not enough use is made of information technology to support and extend pupils' work in other subjects, particularly English, mathematics and science.

59 The leadership and management of the school by the head teacher and senior management team are very good. The governing body is effectively fulfilling its responsibilities. The monitoring and evaluation of the school's performance are good. The finance and administrative procedures are efficient. The results of the inspection find that, by the age of seven, standards in English, mathematics and science match those expected of pupils of this age. The trend of pupils' attainment over time has fallen in recent years but is now improving, as a result of good teaching and clear direction for future improvement set by the recently appointed head teacher, with very good support from the senior management team and governors. The school is improving standards and is well set to meet its agreed targets. Pupils with special educational needs and English as an additional language make good progress in the school and attain standards that are high when compared to their abilities. With the exception of information technology, resources to support pupils' learning are satisfactory and used effectively. Specific grants are used well for their designated purpose. Although it costs slightly more to educate each pupil than is the case nationally, the school provides good value for money and is well placed to continue the improvements made since the last inspection and implement future initiatives.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

60 In order to further improve the quality of education, standards and progress in the school, the head teacher, staff and governors should:

A. Improve pupils' standards of attainment in information technology by:

- improving teachers' knowledge, skills and understanding of information technology;
- ensuring the consistent use of information technology throughout the school;
- providing adequate resources to ensure that the programmes of study of the National Curriculum are covered in more depth;
- making more use of information technology to record and handle data from work carried out in other subjects, especially in mathematics and science.

(Paragraphs 8, 29, 50, 53, 56, 58, 59, 79, 83, 89, 103, 104, 105, 106, 107.)

B. Improve teachers' medium term planning by showing assessment opportunities and use the results of these to inform future lesson plans and further challenge higher attaining pupils, particularly in mathematics and science.

(Paragraphs 21, 24, 39, 40, 48, 78, 84, 88, 103, 126.)

C. Attend to the health and safety concerns raised with the head teacher and governors during the inspection.

(Paragraphs 38, 48, 53.)

NB. The school has identified these issues in its own priorities and has good action plans in place to address these matters.

61 In addition to the key issues above, governors may wish to consider the following issues as part of the action plan.

A. Implement the school priority to provide closer liaison between the nursery and reception classes by providing a uniform Early Years strategy, which includes the standardisation of the assessments carried out to establish the skills possessed by children when they enter school.

(Paragraph 71.)

B. Improve the quality of some teachers' marking of pupils' written work to ensure consistency throughout the school.

(Paragraphs 24, 40, 79, 84.)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	70
Number of discussions with staff, governors, other adults and pupils	46

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	41%	47%	12%	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	46	260
Number of full-time pupils eligible for free school meals		57

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y2
Number of pupils with statements of special educational needs	1	7
Number of pupils on the school's special educational needs register	5	59

English as an additional language

	No of pupils
Number of pupils with English as an additional language	13

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	25
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	4.6
National comparative data	5.4

Unauthorised absence

	%
School data	0.3
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	49	39	88

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	31	30	36
	Girls	33	34	35
	Total	64	64	71
Percentage of pupils at NC level 2 or above	School	73% (76%)	73% (64%)	81% (80%)
	National	82% (80%)	83% (81%)	87% (84%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	31	39	40
	Girls	33	35	34
	Total	64	74	74
Percentage of pupils at NC level 2 or above	School	73% (81%)	84% (87%)	84% (88%)
	National	82% (81%)	86% (85%)	87% (86%)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – Afro heritage	
Black – other	1
Indian	2
Pakistani	
Bangladeshi	
Chinese	1
White	172
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	11.4
Number of pupils per qualified teacher	23
Average class size	29

Education support staff: YR – Y2

Total number of education support staff	12
Total aggregate hours worked per week	159.5

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	2	0
Other minority ethnic groups		

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

Financial information

Financial year	1999
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	£
Total income	481,403
Total expenditure	495,388
Expenditure per pupil	1,769
Balance brought forward from previous year	51,087
Balance carried forward to next year	37,102

**Qualified teachers and support staff:
nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	46

Total number of education support staff	3
Total aggregate hours worked per week	97.5

Number of pupils per FTE adult	11.5
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FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

352

Number of questionnaires returned

212

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	30	4	0	0
My child is making good progress in school.	53	43	2	0	2
Behaviour in the school is good.	34	59	3	0	4
My child gets the right amount of work to do at home.	38	48	8	2	4
The teaching is good.	65	33	0	0	2
I am kept well informed about how my child is getting on.	40	45	11	2	2
I would feel comfortable about approaching the school with questions or a problem.	73	24	3	0	0
The school expects my child to work hard and achieve his or her best.	59	40	0	0	1
The school works closely with parents.	47	42	7	1	3
The school is well led and managed.	53	39	3	0	5
The school is helping my child become mature and responsible.	55	42	2	0	1
The school provides an interesting range of activities outside lessons.	23	39	16	2	20

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

62 The minimum age at which children are admitted to the nursery is three years and four months. Children attend the nursery either mornings or afternoons only, and transfer to their preferred infant school in the September prior to their fifth birthday. Most of them move directly into one of the three reception classes within the main building at Wedderburn School. A number of other children, with a variety of pre-school experiences, join the school in the reception classes. Curricular provision in the nursery and in the reception classes is good, and is appropriately based on the areas of learning for children of this age. There are good facilities and equipment in both areas that support teachers' work in promoting learning in speaking, listening, numeracy, investigative work and physical development. Provision in the purpose built nursery is very good and provides a firm foundation for children's future learning.

63 There is a wide range of attainment on entry to the nursery. Although some children have attainment that is appropriate for their age, there is a significant number of children whose attainment is well below what might be expected, particularly in language, mathematics and personal skills. However, as a result of the very good teaching in the nursery, all pupils, including those with special educational needs, make good progress in all areas of learning. By the time they are five their attainment, although still below in some areas of learning, is much closer to expected levels. Some children's attainment matches or exceeds that which is expected for their age. Children with special educational needs and English as an additional language, are identified promptly and appropriate provision is made for them.

64 Children's personal and social development is good. By the time they are five children work together well, share fairly, take turns and behave sensibly. Staff in the nursery skilfully encourage the development of good personal and social skills through the many activities provided. Children take responsibility for registering their attendance by collecting their own name cards when they arrive and they select their own activities quickly. They show consideration for others and role-play happily together in areas such as the house corner and the optician's consulting room. Most children become absorbed in their activities and are often reluctant to leave the nursery at the end of the session. The children's transfer into the reception classes is carefully managed through a series of visits prior to their admission. Good progress is maintained so that by the age of five most children have developed typical personal and social skills for their age. The effective partnership between home and school developed in the nursery is continued in reception and children show appropriate respect and good behaviour. In reception classes children persevere at tasks and often their levels of concentration are good. Children are sensitive to the needs of others and show particular concern when others are hurt. Children respond well to teachers and to other adults in the school, they work quietly and have a good degree of personal independence.

65 Although the attainment in language and literacy of a significant number of children is below expected levels, all have made good progress in the nursery and the reception classes. At the age of five a number of children have reached levels that meet or exceed expectations for their age and others are on target to achieve these. In the nursery, children respond with enthusiasm to the stories read to them. Every opportunity to share books with the children and to develop their language and communication skills is used effectively. Children handle books with care and know how to open them correctly. They know that words and pictures are linked and that they carry meaning. Children act as readers and writers during role-play, telling each other stories and making marks to fill in forms during consultation times at the optician's play corner. In reception classes, children listen to recorded stories on cassette

players and enthusiastically share stories with their teachers by following text in large print books. They know what a title page is and many can make sensible predictions as to what might happen next by following the story content and by using picture clues. Higher attaining children spot rhyming words in nursery rhymes and add to them to make a string of similar words. They know individual letter sounds and become familiar with two letter sounds such as 'sh' and 'ee'. They use computer programs to increase this understanding of letter sounds. They practice forming letters correctly by drawing them in the air, tracing them in salt trays and by using stencils. Most children write their own names and higher attaining children write simple sentences with varying degrees of help.

66 In the nursery, every opportunity is seized to develop an understanding of numbers and the language used in mathematics. Children play and sing number games. During snack time they count the biscuits and discuss their shape. Some children identify circles and squares and one child knew that half a circle is a semi-circle. They use measuring cups when making chocolate biscuits and match the ingredients picture with the number of cups required. They make block graphs to represent the different eye colouring in the class. In reception, children use numbers to ten and they are familiar with larger numbers in their everyday lives. Many children count together to twenty and some estimate the number of objects contained in a small group. With support, some children count on one or two from a given number and add one or two to a given number below ten. When describing their work they use mathematical language to express order, size, position and they sort objects into different categories according to their properties.

67 Children develop knowledge and understanding of the world through a variety of practical experiences. In the nursery, they explore all the senses through topics based on sight, smell, touch, hearing and taste. They experiment with the identification of different smells and they know that some people need glasses to correct defective vision. They begin to understand the concept of change brought about by the introduction of heat, for example during the cooking of biscuits. They identify sweet and sour tastes during cooking and they identify rough and smooth materials through touch. They use computer programs to support their learning and use the mouse to select and drag items into place on the screen. In the reception classes, children recognise the passing of time through photographic records of themselves and note how they have changed. On a birthday train display they record children's special days throughout the year. They show an awareness of their environment when working on topics such as food and have extended their understanding through visits to a local supermarket and bakery. They make decisions and solve problems when deciding on the most appropriate method of storage for different foods to extend their freshness and they understand that some foods can deteriorate. They empathise with the feelings of the blind man in the Bible story and they delight in his wonder as he sees the world's beauty for the first time.

68 In their physical development, most children's attainment matches what is typical by the time they are five years old. In the nursery, children use the outdoor equipment with confidence. They make good use of the climbing and balancing frames and play safely on all the wheeled vehicles. They are aware of the presence of others and use space skilfully when riding and pushing. In reception classes, children throw and catch with greater accuracy and they respond quickly to instructions. Their movement is appropriately controlled and co-ordinated and they use the available space in the hall well. They handle small apparatus with confidence and co-operate effectively in small groups. They handle pencils, small tools, scissors and construction equipment with increasing dexterity.

69 Children experience a wide range of creative activities that includes art, dance, music and imaginative play. From the earliest days in the nursery, children are taught how to mix their own colours when painting. They discover quickly that by mixing one colour with another they can make a third. They use a variety of materials to decorate spectacles in connection with their topic and they sing simple songs with a satisfactory awareness of rhythm. Children have made their own percussion shakers and know the names of some instruments. In reception, children show a developing ability to

use their imagination to listen and to observe and they explore their feelings creatively through their paintings, music and imaginative play.

70 The quality of teaching for children under five is good and sometimes very good. In the nursery, the teacher and the nursery nurses are all experienced in working with young children and clearly understand their needs. They work as a strong team and plan together taking responsibility for a particular aspect of each term's topic. They know the children well and keep careful records of each child's attainment ensuring that their future planning takes account of previous learning. Resources are well organised for individual activities and the whole room is arranged to provide easy access to a range of activities. An assessment is made of children's attainment when they enter the nursery. This provides the teacher with an initial indication of each child's learning needs. Children are reassessed on leaving the nursery and on entering reception. This information helps the reception teachers to record progress and plan future learning patterns. An individual profile is maintained for each child in the nursery and these are continued in the reception classes. Planning and provision in the reception classes is based on the six areas of learning for children of this age. As children make progress in reception they move onto the National Curriculum. All teachers are aware of the children with special difficulties and, working together with considerable specialist support, they plan appropriate individual programmes to meet any differing needs.

71 Teachers in the nursery and the reception classes maintain close links, especially during the summer term when the children are about to transfer to the main school. The school has identified the need to devise an overall uniform strategy for children's education in their early years and there are procedures to ensure that all assessments made of children's skills, both in the nursery and in the three reception classes, are judged to similar standards. The good quality of the education provided for children under five has been maintained since the previous inspection and the school is in a good position to develop further.

ENGLISH

72 Pupils' attainment in English by the end of Key Stage 1 is in line with what is expected of pupils aged seven. Most pupils reach these expected levels and some pupils exceed them.

73 In the 1999 national assessments for seven year olds, the number of pupils reaching Level 2 in reading and writing was well below average, both nationally and when compared to similar schools. However, the percentage of pupils attaining the higher Level 3 in writing and in speaking and listening, was not significantly different from the national average. Girls scored more highly than boys in reading and writing. The low scores of the previous two years are not reflected in the inspection findings. They were the result of a higher than average number of pupils in the last two cohorts with special educational needs and English as an additional language. Further analysis of the 1999 test results show that other than those with special educational needs, all pupils achieved in line with or higher than the level expected for their age in reading and ninety seven percent achieved in line with or higher in writing. The overall trend of attainment in English has fallen in recent years, but is now improving and is returning to the standards achieved at the time of the previous inspection. The improvement in standards observed during the inspection is largely the result of very good teaching and the successful introduction of highly structured planning for the Literacy Hour. This is now having a positive effect on learning but had not been in place long enough to affect the learning of the last two cohorts of pupils. The assessments teachers make of pupils' attainment at the end of the key stage is consistently in line with test results.

74 By the end of the key stage, pupils' attainment in speaking and listening is above the national expectation. Pupils speak with confidence and express their ideas and opinions clearly. They listen carefully to stories and to their teachers and they contribute effectively to group and class discussions. Pupils make good progress in developing their ability to communicate effectively and to listen with increasing concentration. In Year 1, pupils are willing to predict what might happen next in the story of

the 'Lost Kitten' and they listen readily to the ideas of others. Opportunities to speak to an audience and to ask and answer questions are accepted enthusiastically. In Year 2, pupils' skills are further developed. Pupils' explanations and discussions about their work are often concise and sensitive. A good level of subject specific language is often used, for example when discussing artefacts connected with the Jewish religion, and when expressing opinions about sounds and effects created in their own musical compositions. However, very few planned opportunities to develop speaking and listening through drama were seen across the curriculum during the inspection.

75 The standard of reading is satisfactory in relation to the national average. By the end of Key Stage 1, most pupils have a reading age that is expected of seven year olds. The highest attaining pupils demonstrate a good degree of fluency, expression and understanding when reading and have access to a good range of books. Pupils in Year 1 use picture and contextual clues appropriately. They use their knowledge of letter sounds and blends to attempt new words. Most know what 'author' and 'title' mean and they select books from collections appropriate to their reading level. These they take home to share with their families and progress is recorded in diaries monitored by their teachers. The library is used by all classes and pupils know that information books can be found in the non-fiction section of the library. In Year 2, pupils use their reading skills to support learning in other areas of the curriculum. They develop and extend their knowledge of words appropriately and show a good understanding of early research skills. Higher attainers develop preferences in what they read and refer to similar stories that they have enjoyed. Most teachers keep detailed records of pupils' progress, making notes of successes and difficulties.

76 Attainment in writing at the end of the key stage is satisfactory and in line with national expectations. However, there are a number of pupils who attain higher standards and the quality of their writing is good. Progress is good and the quality of the pupils' writing is improving throughout the school. This is the result of specifically focussed attention on this aspect of literacy. In Year 1, pupils are aware of basic punctuation. They follow the spelling patterns in three letter words and complete simple sentences. Appropriate attention is given to developing descriptive writing and pupils suggest words such as 'sparkly' and 'shooting' to add to a class poem about a star. They make a list of words beginning with 'st' and 'str' and use them in their writing. In Year 2, pupils are concerned with common word endings such as 'er' and they identify many words including, cylinder, heavier and crater to add to a spelling list. They begin to use commas in writing, know that they are needed in lists to separate items and that they aid understanding in sentences. Pupils' use of adjectives to enliven their writing is good: they describe features of the night sky with words such as 'magical' and 'burning'. They have a working knowledge of dictionaries and a secure understanding of alphabetical order. Handwriting and presentation are good. From the earliest days in school pupils are taught to form letters correctly and to control size and shape. In Year 2, a cursive joined up style is taught in handwriting lessons in a carefully structured manner.

77 Literacy is encouraged across the curriculum and very few opportunities are missed to develop pupils' knowledge of words, language and reading skills, particularly in subjects such as science, history, music and religious education. In dance, they interpret poetry through movement, suggest 'scuttling' as a good term to describe the action of crabs, and they use words such as 'menacing' and 'threatening' in response to Mars in Holst's 'Planet Suite'. The strong teaching element in the daily hour devoted to literacy is having a positive effect on pupils' knowledge of grammar, spelling patterns and the development of their descriptive writing. Understanding what they read and reading with expression are developed and pupils are introduced to a good range of texts.

78 The quality of teaching is good overall with some very good teaching in all year groups. All teachers have a very good subject knowledge and use it well to reinforce learning, especially during direct whole class teaching. Planning is detailed and reflects a broad and balanced coverage of all aspects of the English curriculum and the structure of the National Literacy Hour. In the very best lessons, teachers have high expectations, they plan interesting tasks which are well matched to pupils'

differing needs and carefully build on previous learning. Not all teachers identify assessment opportunities in their lesson planning and there is often limited indication of how any regular assessments are used to ensure that learning builds upon what has gone before. Plans to develop appropriate procedures are included in the school's development plan. In most English lessons teachers know their children well, set appropriately challenging individual targets and give constructive feedback. As a result, pupils have positive attitudes towards their learning and behaviour throughout the school is good. The support provided for pupils with special educational needs and English as an additional language is very good and as a result these pupils make good progress towards their individual learning targets.

79 The curriculum co-ordinator provides good leadership and has a secure overview of the subject. There are opportunities to monitor teaching and learning. The implementation of the Literacy Hour has been very successful. The English policy has been reviewed and is presently in draft form. When adopted it will be fully in line with the present government guidance for the teaching of English. The marking policy, which is common to all subjects, is not always applied consistently by all teachers and is to be reviewed in the light of the needs of the literacy guidance. Resources are good and provide effective support for the teaching of literacy. However, teachers make very limited use of computers to support and enhance learning in English lessons. The library has been improved since the previous inspection and there is now a broad range of attractive and well-maintained books which meet the needs of all pupils. Visitors make a positive contribution to the curriculum and all visits made by the pupils, such as to York Minster and to The Pump Room Museum, provide inspiration for extensive discussion and expressive writing. The school's capacity to improve further is good.

MATHEMATICS

80 By the end of Key Stage 1, pupils' attainment in mathematics matches the level expected for their age. In the 1999 national tests for mathematics for seven-year olds, pupils' attainment was below the national average and well below average when compared with attainment of pupils in similar schools. Attainment over the past four years as measured by national tests has been below average, with the attainment of boys being significantly lower than that of girls. Several factors have impacted adversely on levels of attainment since the time of the last inspection when standards of attainment were found to be sound. A significant proportion of pupils have joined the school later during Key Stage 1 and therefore have not benefited from the early years education provided by the school. Furthermore, an increasing number of pupils have been identified as having special educational needs, with a very high proportion identified in the Year 2 cohort of 1999. Further analysis of the 1999 test results show that other than those with special educational needs, all pupils achieved in line with or higher than the level expected for their age. The proportion of pupils attaining higher than might be expected was close to the national average. The national pattern of girls achieving higher than boys is compounded because of the significantly higher proportion of boys identified as having special educational needs and this partly accounts for the divergence in attainment between boys and girls. Inspection evidence shows that attainment in lessons and pupils' work is broadly average for pupils of seven, and the school is setting realistic targets to improve further.

81 By the end of Key Stage 1, pupils successfully distinguish odd and even numbers and know how to order numbers to one hundred. They identify halves and quarters accurately. Their ability to manipulate numbers in both mental and written exercises is sound, with higher attaining pupils working with numbers up to 20 and beyond. Pupils work competently on paper, using horizontal strategies for addition and subtraction. They have a sound understanding of the language of mathematics. For example, most described what happened when a number was doubled and explained the number 'difference' between two numbers. The concepts of 'shorter than' and 'longer than' are understood by most pupils. They estimate and measure with reasonable accuracy in centimetres and calculate simple perimeter problems. Pupils develop an understanding of different two and three-dimensional shapes

and recognise examples of reflective symmetry. Mathematical investigations allow pupils to record their observations in different ways.

82 Pupils make good progress in mathematical knowledge and understanding. A significant factor that enables good progress to be made is the secure implementation of the National Numeracy Strategy, the principles and detail of which contribute significantly to teachers' planning. Good teaching leads to positive attitudes to learning and well managed class activities. In reception classes, well planned mathematics games involve pupils in recognising the shape and value of single digits. A significant number of the youngest pupils recognise and order numbers to 10 and develop a knowledge of the addition and subtraction bonds using these numbers. Pupils progress from this knowledge to a sound understanding of place value, which is utilised in addition and subtraction problems and in the calculation of simple money problems.

83 All teaching observed was at least satisfactory, with 40 per cent judged to be good and 30 per cent very good. In the best lessons, the needs of all pupils are met through the provision of work appropriate to their abilities. Teachers give clear explanations, use questions skilfully to consolidate and extend learning and use resources particularly well. Teachers make well focused and sensitive interventions to support the learning of individual pupils and praise and encouragement are well used. In a few lessons there was insufficient pace and challenge to retain the pupils' interest and attention, which resulted in some inappropriate behaviour. Most mathematics lessons are interesting and challenging and secure the attention of the pupils. As a result, attitudes to the subject are good; pupils work conscientiously and independently and eagerly volunteer answers in oral sessions, usually using correct terminology. Teachers make insufficient use of computers to support and enhance learning in mathematics lessons.

84 Lesson planning is conscientiously undertaken and teachers have clear objectives for learning which are usually shared with pupils. A commercial scheme is used to support teachers who also produce their own materials to complement this scheme. Marking of pupils' work is sometimes inconsistent across the school in the degree to which it identifies areas for pupils' work to improve. The new subject co-ordinator is providing good leadership in the subject. The monitoring of teaching and learning has highlighted major strengths in provision upon which the school is building as well as areas for development for the further raising of standards. For example, the need to ensure that on-going assessment of pupils' work is used more consistently to inform teachers' planning has been identified to ensure a good match of task to pupils' level of learning.

SCIENCE

85 By the end of Key Stage 1, pupils' attainment in science matches the level expected for their age. In teacher assessments of science, pupils' attainment was below that expected for their age. The number of pupils reaching the higher levels was close to the average in science. These results reflect what the school expected because of the high number of pupils with special educational needs in the last two cohorts of pupils in the school. There was also a higher proportion of boys in Year 2 last year and a significant number of these boys had special educational needs. Another contributory factor to these low results is the fact that over twenty per cent of pupils joined the school during Key Stage 1 and so did not benefit from the education provided by the school in the nursery and reception classes. The school is maintaining, for the present Year 2 pupils, the standards seen in the previous inspection and setting realistic targets to improve further.

86 Pupils make good progress in developing their scientific knowledge and skills. They classify materials according to simple criteria; for example, they identify clothes according to their suitability for different types of weather. This work is developed well when pupils recognise that some changes to materials are reversible, such as ice into water. Pupils in Year 1 recognise that certain foods, such as

fruit, are part of a healthy diet and that too much chocolate is not good for a balanced diet. Pupils in Year 2 have studied the solar system, they name the planets and most can put them in the correct order from the sun. They combine this work well with music and physical education when creating gymnastic sequences to the music of Holst. A good investigative lesson improved pupils' skills, comparing the strength of different shaped magnets. The teacher encouraged the pupils to make simple predictions as to which magnet was likely to be the strongest and then to devise a fair test to investigate their predictions. Pupils recorded their results accurately and improved their knowledge of the way practical investigations should be undertaken. Pupils conduct simple experiments with plants and recognise the need for heat, light and water as conditions for growth. In the reception classes very good visits to the local hospital improve pupils' knowledge of their own bodies and how to care for themselves.

87 The quality of teaching in science is good and sometimes very good and is having a positive effect on pupils' motivation and their current progress. There are very good relationships between pupils, teachers and adult support staff, therefore pupils feel confident when offering suggestions and explanations in whole class sessions. Teachers have a good knowledge and understanding of the subject and use this to ask challenging questions during lessons. For example, in a reception class lesson on preserving food, the teacher introduced the session with quick fire questions to revise the pupils' previous knowledge following a visit to the store. One pupil was quick to point out that if you handle food without washing your hands it will 'get germs on it and make you ill'. The teaching of the basic skills for investigative and experimental work is good throughout the school. Regular lessons improve pupils' abilities to predict, observe closely and record their findings in their own way. This was shown in a Year 1 lesson when pupils were challenged to record their predictions on whether a toy needed a 'pull' or a 'push' to move it. There were a good selection of different toys for pupils to use and the pupils responded well to the directions not to move the toys until they had recorded their predictions.

88 Teachers have high expectations of pupils, who respond well and their good attitudes and behaviour have a positive impact on their learning. Teachers set tasks that challenge pupils of all abilities and use a good range of teaching methods which leads to interesting lessons that motivate pupils to do their best. Teachers organise and prepare effectively for their lessons. For example, in a lesson combining art and science in a reception class, a very good selection of different fruits allowed pupils to handle them and encouraged good discussions on their shape and feel. Teachers use their knowledge of pupils effectively when asking questions, which means that pupils with special educational needs and English as an additional language throughout the school are equally well challenged and, as a result, they make good progress. Teachers are usually very explicit with pupils about the aims of lessons and the class targets for what is to be learned. There are good procedures to assess pupils' attainment and progress. However, assessment opportunities are not consistently identified in teachers' planning and, although teachers know their pupils well, there are times when teachers' planning does not always take sufficient account of pupils' daily learning. The school has recently developed procedures for tracking the progress of every pupil, which are enabling individual, challenging targets to be set.

89 The science curriculum is well organised and meets the requirements of the National Curriculum. Every opportunity is taken to link science to other subjects so that pupils apply their scientific knowledge and improve their literacy and numeracy skills. However, teachers make insufficient use of computers to support and enhance learning in science lessons. The subject is very well managed and monitored by the enthusiastic co-ordinator. Teachers' planning and the scrutiny of pupils' work form an integral part of the monitoring system. Resources for the subject are satisfactory and very effective displays enhance pupils' self esteem. For example, the displays of the planets in Year 2 classes provide valuable information for scientific studies and also show pupils' creative skills in art. Visits both locally and further afield make a very positive contribution to pupils' learning.

Standards for the present Year 2 pupils have been maintained since the previous inspection. Teachers' short term planning of the subject has improved since the time of the previous inspection. The school's capacity to improve further is good.

ART

90 Pupils' attainment in art is above what is expected for their age and they make good progress. Pupils with special educational needs and English as an additional language make equally good progress in the targets set for them. Standards have been maintained since the last inspection. Impressive pieces of work are displayed well to show the range of techniques used and celebrate the efforts made by pupils in all classes.

91 In Key Stage 1, pupils use tools and materials safely. They learn new skills and techniques. Pupils enjoy many opportunities to experiment with visual and tactile elements, such as colour, shape, form and modelling materials. Pupils in the reception classes use art well to support their learning in science. They use a variety of different fruits when printing to make attractive pictures by using different colours to build patterns. Pupils in Year 1 make good use of the works of famous artists when drawing lines of different shape, size and colour in the style of Lowry. They experimented with coloured pencils and pastels to create their own designs. In good discussions in an art lesson in Year 1, pupils compared the style of Brueghel with Lowry and recognised the differences between the artists. Pupils in Year 2 use their imagination well when painting winter trees in a project on 'Jack Frost'. The quality of their patterns and shapes was very effective and contributed very well to the very attractive displays in all three classrooms. Pupils use a range of tools to extend their knowledge, skills and understanding in art and they use observations very well when drawing flowers. For example, in a Year 2 display of 'snowdrops', very delicate pictures had been completed which captured the fragile nature of the flower and showed pupils' abilities to observe closely and reproduce the colours seen.

92 Art is taught well and pupils' attitudes to art are very good. Teachers plan lessons to fit in with topic work and make very good links with other areas of the curriculum. Resources are used well to give pupils a wide range of experiences and to build on their skills from one lesson to another. Pupils' spiritual and cultural development is fostered through the appreciation of the work of famous artists, other cultures and an understanding of the effort involved in creating high quality pieces of work. There are very good relationships between pupils, teachers and adult support staff, which mean that pupils feel confident when offering suggestions and explanations in whole class sessions. Teachers have a good knowledge and understanding of the subject and use this to ask challenging questions during lessons. For example, in a Year 2 lesson making a collage of the planets, the teacher introduced the session with quick fire questions to revise the pupils' previous knowledge and challenged pupils to 'evaluate as you go' and pupils selected from the wide range of resources available the most appropriate for the collage they were producing. Regular lessons improve pupils' abilities to observe closely and draw accurately in their own way. Teachers have high expectations of pupils who respond well and their good attitudes and behaviour have a positive impact on their learning. Teachers use their knowledge of pupils effectively when asking questions. This means that pupils with special educational needs and English as an additional language throughout the school are equally well challenged and as a result they make good progress.

93 The full range of the art curriculum is covered including the use of textiles and opportunities to create three dimensional pieces. Teachers display pupils' work very well and this values the efforts made and creates an attractive and interesting environment for learning. The co-ordinator is knowledgeable and enthusiastic and provides good informal guidance for teachers. The provision for art is very similar to that seen at the time of the previous inspection. The school is in a good position to maintain and improve the art curriculum.

DESIGN AND TECHNOLOGY

94 No design and technology lessons were observed during the inspection. However, sufficient evidence was available through scrutiny of pupils' work, examination of classroom displays and discussions with pupils and teachers to enable judgements to be made.

95 By the end of Key Stage 1, pupils' attainment in design and technology matches what is expected for their age. Pupils, including those with special educational needs and English as an additional language, make satisfactory progress in design and technology. Pupils interviewed spoke confidently about their designs and how they could be used. Pupils use a variety of materials and skills involved in designing and making. The co-ordinator has considerable expertise in this curriculum area and has provided a detailed scheme of work that not only is helpful to teachers in terms of specific activities, but also helps to ensure that pupils make progress in skill development as they move through the school. In the nursery, children select and measure ingredients for cooking. In reception classes, they design and make a sandwich, sew animal shapes, make a skeleton with moving parts and in Year 1, pupils select ingredients for vegetable soup. They make animal masks and simple puppets using different paper, card and fabrics. Pupils design and make three dimensional gardens from a variety of materials. In Year 2, pupils design and make a moving vehicle.

96 As they move through the school, pupils carry out more complex instructions carefully in the step by step process of making a product. By the end of the key stage, they show a sound understanding of the purpose of what they are making but find difficulty in identifying strengths and weaknesses in their products. Although there was no teaching observed during the week of inspection, evidence from teachers' planning indicates that activities are well prepared and structured and build upon previous work. The quantity and quality of resources are satisfactory. They are arranged for ease of access and used well, which makes a positive contribution to the range of experiences that pupils are offered. The school has a policy statement and planned changes to the schemes of work have been identified by the very committed co-ordinator. The school's capacity to improve further is good.

GEOGRAPHY

97 No geography lessons were observed during the inspection. However, sufficient evidence was available through scrutiny of pupils' work, examination of classroom displays and discussions with pupils and teachers to enable judgements to be made.

98 By the end of Key Stage 1, pupils' attainment in geography matches what is expected for their age. Pupils, including those with special educational needs and English as an additional language, make satisfactory progress in geography. By the end of the key stage, pupils have an awareness of their immediate locality and identify features of the area in terms of land usage for different purposes, such as commercial and leisure. They express their thoughts about attractive and unattractive features of the landscape and are aware that industry and pollution can damage the environment. They make comparisons between their immediate locality and a contrasting, more rural and agricultural area that they visit and investigate.

99 Pupils make satisfactory progress in geographical knowledge and skills. Children in reception classes visit a local supermarket and are introduced to the concept of direction and the idea of routes. When discussing food, they begin to distinguish between foods that are natural and those that are manufactured. In Years 1 and 2, pupils make progress in mapping skills. They use maps of the local area and plan routes to school, identifying key features of the local landscape. By year 2, there is an increasing use of mapping symbols and pupils begin to use co-ordinates and grid references accurately.

100 Although no teaching was observed during the week of inspection, planning suggests a sound command of subject matter and a structured and collaborative approach to meeting the requirements of the National Curriculum. A strength of curriculum provision in geography is the increasing use of first-hand experience in the local area. However, progress in some aspects is restricted by the need to develop resources. This includes resources for the study of climate and more varied secondary sources such as aerial photographs, particularly for study of contrasting locations. Discussions with pupils confirm that they recall key details of geographical knowledge and recount these details with interest. The school has a policy statement and good schemes of work have been developed by the very committed co-ordinator.

HISTORY

101 Very few history lessons were observed during the inspection. However, sufficient evidence was available through scrutiny of pupils' work, examination of classroom displays and discussions with pupils and teachers to enable judgements to be made.

102 By the end of Key Stage 1, pupils' attainment in history matches that expected for their age. Pupils, including those with special educational needs and English as an additional language, make satisfactory progress. By the end of Year 1, pupils distinguish between past and present when looking at everyday objects. They consider the differences between old and new toys, in terms of materials and how they work. In so doing, they begin to understand how features of every day life have changed since electricity was invented. In Year 2, pupils show factual knowledge of famous people such as Guy Fawkes, Florence Nightingale, Christopher Columbus and Neil Armstrong, appreciating key incidents in their lives. They have studied examples of old and new means of transport. In Year 1, pupils make good progress in their understanding of chronology in comparing and contrasting old and new objects. This is extended in Year 2 during the study of old and new transport which enhances progress in pupils' understanding of change over time. Pupils in Year 1 make good progress in the skills of historical investigation and draw conclusions about the past based on evidence. These skills are not yet developed further in Year 2.

103 Although few history lessons were observed, inspection evidence shows that lessons are well planned. In Year 1 good use is made of artefacts and pupils' interest is enhanced through a visit to a local museum to complement the study of toys. In the two lessons observed, teaching was judged to be very good in one and satisfactory in the other. The lessons differed in the degree to which planning took account of the range of abilities in the class and also the amount of time the pupils spent on actual historical investigation as opposed to close observational drawing. In one lesson there was a purposeful focus on related vocabulary, for example, 'modern' as well as 'new'. A teacher's planning for another lesson shows that questioning an older adult about her memories of life in an earlier time contributed to the development of the skills of historical knowledge as well as to speaking and listening skills. However, this aspect of the curriculum is inconsistent. Opportunities for history work to complement pupils' developing literacy skills is not sufficiently emphasised in the current policy and scheme. Similarly, opportunities for developing information technology skills in history are undeveloped.

INFORMATION TECHNOLOGY

104 Few lessons in information technology were observed during the inspection. However, the scrutiny of pupils' work, displays and discussions with pupils and teachers allow judgements to be made. Pupils' attainment in information technology is below that expected for their age. The school has made considerable efforts to maintain the information technology curriculum but is hampered by old computers, which often break down, and a shortage of resources to give pupils the opportunities to use their skills in other subjects. The school has managed to maintain the standards since the last inspection but has not been able to improve them. Although information technology is valued as an

essential part of the curriculum, the time given to it varies from class to class, often because of breakdowns in the hardware. This adversely affects the quality of what is achieved in the various strands of the subject, which include communicating and handling information, modelling, control and measuring.

105 Pupils in Key Stage 1 make satisfactory progress in developing their skills and knowledge in the aspects of the curriculum covered. They use their keyboard skills to produce short pieces of text on the screen; for example in discussions with Year 2 pupils they described how they wrote their own stories on the computer and corrected mistakes as they went along. Pupils use the mouse and understand the use of the cursor and several of the screen icons when amending their work. For example, when using a paint program they are confident about changing the colour used and the size of the paintbrush. They develop their skills when using a floor robot and explained how they entered the instructions to make it move in different directions. Pupils described how they used the mouse and cursor correctly. Several pupils described how to save their work. Pupils show simple knowledge and understanding of the computer as a tool for solving simple problems in mathematics, for example, finding the missing numbers in an addition and subtraction game. They use their knowledge of mathematics to answer questions in a Toy Shop program to buy different toys and work out their cost. In a Year 1 lesson showing pupils how to use the facilities of a program, pupils learned how to 'cut and drag' objects and then how to use the 'scissors' to get rid of them again. However, pupils' progress in improving their skills is limited by the resources, many of which suffer regular breakdowns. The school is aware of this and has very good plans for the development of the subject when the government grant is available.

106 When computers were in use during the inspection, the quality of teachers' support for pupils was good. The scrutiny of teachers' planning and work on display suggest that the overall quality of teaching in the programs used is at least satisfactory. All teachers plan in detail and those observed were well prepared to encourage pupils' skills in the use of information technology. Pupils respond enthusiastically to opportunities to use computers to improve their knowledge, skills and understanding in information technology. There are very good relationships between pupils, teachers and adult support staff, which mean that pupils feel confident when using computers to try different activities, knowing their efforts will be appreciated. Discussions with teachers and the subject co-ordinator show that not all teachers are confident in the use of information technology and, although all staff use the limited programs to support pupils' learning, comprehensive training is part of the development plan when new resources are available.

107 The school guides its work well using a policy, a scheme of work and an action plan which are all good. The subject is well managed by an enthusiastic and well-organised co-ordinator who is keen to move the subject forward. Teachers' planning and the scrutiny of pupils' work form an integral part of the monitoring system. The planned curriculum takes into account all the required aspects of information technology, but the limited time allocated for direct teaching of the subject and the shortage of suitable programs makes it difficult to cover the curriculum consistently and regularly. Further improvement is hindered by events which are mainly beyond the school's control, as it waits for the school's involvement in the National Grid for Learning. The school is well prepared for this initiative. The school has made improvements in provision since the previous inspection and there is now a clear and effective scheme of work to guide teachers' planning. The school is well placed to make further improvements.

MUSIC

108 Only a limited number of music lessons were observed during the inspection. However, those that were seen, together with all other opportunities to experience music and singing in the school, showed good standards of attainment, which exceed national expectations for pupils aged seven. This

judgement is made as a result of the lessons seen, the scrutiny of teachers' planning, pupils' work and displays, discussions with teachers and the use of music in other areas of the curriculum. Standards are now higher than they were at the time of the previous inspection. All pupils, including those with special educational needs and English as an additional language, make good progress in music.

109 Pupils respond well to the subject and enjoy participating in musical activities. Almost all pupils join in enthusiastically in singing during assemblies, which is tuneful and carried out with good diction. Pupils listen attentively and make good progress in appreciating different types of music. They are given many opportunities to respond to a range of recorded music from different times, cultures and places.

110 Pupils experience and learn to recognise a variety of musical instruments and use them with confidence. The youngest pupils use tuned percussion instruments to explore pitch and many recognise high and low sounds. They use simple symbols to represent sound and silence and they rehearse and perform their own compositions using a wide range of percussion instruments. In Year 2, pupils use sound to create different images such as sunshine and heavy rain. They interpret feelings such as happiness and sadness using the qualities of sound and rhythm to very good effect. They make expressive use of pattern, speed, silence and increasing sound to introduce design, surprise and definition to their class compositions. Pupils listen critically to their own recorded percussion arrangements composed in response to their impressions of Mars, Venus and Jupiter and they suggest possible improvements. As individuals they act as conductors, instructing others when to play the different instruments and when to be silent. They develop texture as they add sound upon sound and they appraise their own impromptu compositions.

111 In many lessons, pupils sing number and action songs connected with the topic they are studying. They make good progress in singing and, by the end of the key stage, they sing a variety of songs from memory and their control of rhythm, pitch and tempo is good. In Year 2, pupils' singing is of a high standard and their progress in lessons is very good. They sing songs as rounds of three groups and hold notes for four beats when required. They sing with an awareness of the quality of sound and accurately reflect instructions to change from loud to quiet and from high to low during their performance.

112 The quality of teaching in the lessons seen was very good. The teachers' infectious enthusiasm and dramatic presentation capture and hold pupils' interest and ensure a good response. A visiting pianist underpins some of the singing with effective accompaniment, which raises performance and enjoyment and supports the very good teaching. Teachers use music to good effect in other subjects, for example in dance lessons pupils move very sensitively and expressively in response to 'The Planets Suite', by Holst

113 The subject is well managed by a very enthusiastic curriculum co-ordinator who has a clear view of how to develop the subject further. There is a scheme of work, which reflects all the aspects of music as set out in the National Curriculum and supports colleagues effectively. The range and quality of the resources for the subject are good and extended opportunities have been offered at specific times of the year for pupils to join a school choir.

PHYSICAL EDUCATION

114 All pupils, including those with special educational needs and English as an additional language, make good progress in developing their physical skills and by the end of the key stage they attain standards that are above what is expected for their age. All pupils experience a balanced programme of games, gymnastics and dance. In addition, pupils in Years 1 and 2 experience a weekly swimming lesson. Standards have improved since the previous inspection, particularly in aspects of

physical education such as dance and co-operative work. The previous high standards attained in swimming have been maintained.

115 By the age of seven, pupils are confident in their movements. They have good body control, co-ordination and balance. All pupils are involved in warm-up exercises at the start of lessons and they clearly understand the relationship between health and exercise. They are aware of the beneficial effects of physical activity on heart rate and describe what effect vigorous exercise has on the heart and lungs.

116 There is a wide range of small apparatus in mixed boxes which teachers use well to build pupils' confidence, develop safe and effective handling skills, make appropriate selection decisions and co-operate with others. All pupils demonstrate a good awareness of space when moving at different speeds and they are mindful of others as they twist and stretch, displaying a good sense of shape and pattern when they work in pairs. In dance, pupils' movements are particularly expressive as they interpret poetry and music. In Year 1, they use their bodies perceptively to portray the scuttling movements of crabs, as they listen to an under-water story poem. In Year 2 they demonstrate an increasing ability through contrasting speed, shape, direction and levels, to express feelings and moods in response to 'Mars', in Holst's 'Planet Suite'.

117 Swimming lessons provide a particularly beneficial and effective addition to the physical education curriculum. All pupils in Years 1 and 2 swim regularly and achieve good standards. They make good progress, developing their confidence in the water and, by the time they leave the school, all pupils can swim unaided with varying degrees of competence.

118 Pupils' response in lessons is good. They organise themselves quickly, behave well, listen to their teachers' instructions carefully and persevere with the tasks set. They respond particularly well to challenge and strive to improve their performances. Pupils enjoy working with others and share their ideas sensibly. Relationships between teachers and pupils are good and this has a positive effect on their learning.

119 The quality of teaching is good. It is characterised by detailed planning, clear lesson objectives and secure subject knowledge. Classes are managed well and lessons proceed at a brisk pace. Organisation is good and teachers use all the available resources effectively to ensure that pupils engage in a wide range of activities that develop their skills and improve their fitness. Effective use is made of the very good support staff to aid pupils who have special needs. Teachers demonstrate their own enthusiasm for the subject and use praise to motivate pupils. All the teachers are conscious of health and safety issues and dress appropriately for the subject.

120 The extra-curricular activity of 'Football for Fun' is open to all Year 2 pupils. It is very popular and is attended by both boys and girls. The teacher communicates her enthusiasm for the activity and pupils' standards of behaviour are very good. Pupils learn to co-operate in pairs and to participate in small games. The session provides a significant contribution to the development of pupils' ball skills through practice, demonstration and a wide variety of related activities.

121 The subject is well managed and is enthusiastically led by a co-ordinator who has a clear overview of teaching and learning through the school. Good units of work have been written which ensure that the curriculum builds effectively on previous learning. Resources are good and fully meet the demands of the curriculum. The school has made good progress since the previous inspection.

RELIGIOUS EDUCATION

122 By the end of Key Stage 1, pupils' attainment in religious education matches the levels expected in the Locally Agreed Syllabus. The school has maintained the standards identified in the last

inspection and is well placed to further improve in this subject. Pupils, including those with special educational needs and English as an additional language, make satisfactory progress in developing an understanding of Christianity and Judaism.

123 By the end of the key stage pupils consider their own lives and feelings in relation to simple moral codes. Through stories in the Bible, pupils draw on their own experiences and current events to deepen their knowledge and understanding of the world around them. In this way pupils develop a firm understanding of right and wrong, appreciate moral and social values such as friendship and helpfulness and they begin to understand the need for everyone to care for the environment. As a consequence, relations within school are very good.

124 Pupils gain a sense of their own worth and develop an appreciation of respect for themselves and for others. For example, the youngest pupils know that Jesus values everyone and that He cares for them all. They empathise with the feelings of the blind man, first exploring his blindness through covering their eyes and later expressing their joy when Jesus restored his sight. They begin to have some understanding of the everyday beauty in nature. These thoughts are expanded upon in the week's assemblies that take as their theme 'God's Wonderful World'. In Year 1, pupils examine the importance of friendship and link this to the Bible description of how Jesus selected His twelve special friends. They clarify their own thoughts and ideas as they discuss the meaning of friendship and relate their conclusions to their everyday lives. In Year 2, pupils understand the significance of Christian and other faiths' festivals and ceremonies and they know the importance of some of the symbols and special artefacts used in Christian and Jewish worship. Pupils know that there are many different religions in the world and they begin to understand the meaning of tolerance and respect for the beliefs of others. Emphasis is placed on first-hand experiences and good use is made of artefacts which pupils can examine closely. Visits are made to places of worship, for example pupils in Year 1 spent a day at York Minster and pupils in Reception went to the local church to join in the Christingle Service at Christmas time.

125 The quality of teaching is consistently good. Teachers have very good subject knowledge and plan their lessons well. They give very clear explanations and ask questions that probe pupils' understanding and encourage them to give thoughtful responses. As a result of teachers' high expectations and the good pace to lessons, behaviour is good. Pupils respond well to good teaching and their attitudes are very good throughout the school. They respond positively in lessons and in assemblies and they show respect in discussion for opinions that differ from their own. They are eager to participate, listen well and answer questions appropriately. They carry their learning from the classroom into the school's wider community and show consideration and concern for those who are hurt or in need of friendship.

126 The scheme of work sets out in detail the curriculum to be covered in each year group and meets the requirements stated in the Locally Agreed Syllabus. Plans to ensure that the curriculum builds sequentially are good. However, they do not include enough assessment opportunities to guarantee that all pupils' learning builds progressively on what they know. Resources are satisfactory and support the demands of the curriculum.

127 The co-ordinator gives very good support and has a clear understanding and overview of the curriculum is carefully taught to make it meaningful to the daily lives of all pupils. Strong subject. Provision and progress are monitored and expertise shared with all staff. The moral and social values are included throughout the syllabus and pupils are taught to respect the opinions and beliefs of others. In this way, the subject makes a positive contribution to the spiritual, moral, social and cultural aspects of pupils' education.

