

INSPECTION REPORT

**NEWLAND ST JOHN'S C of E (VA) PRIMARY
SCHOOL**

Kingston upon Hull

LEA area: City of Kingston upon Hull

Unique reference number: 118031

Headteacher: Mrs V L Nicholson

Reporting inspector: Ms B Matusiak-Varley
19938

Dates of inspection: 12 – 15 June 2000

Inspection number: 189230

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Middle Deemed Primary School

School category: Voluntary Aided

Age range of pupils: 4 – 11 years

Gender of pupils: Mixed

School address: Beresford Avenue
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Appropriate authority: The Governing Body

Name of chair of governors: Rev M Tinker

Date of previous inspection: September 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
B Matusiak-Varley	Registered Inspector		Interpretation of the school's results and achievements How well are pupils taught? How well the school is led and managed
A Anderson	Lay Inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
R Arora	Team Inspector	Mathematics Information technology Design and technology Under-fives provision	How good are curricular and other opportunities offered to pupils?
A Giles	Team Inspector	Science History Physical education	
C Parkinson	Team Inspector	English Art Geography Music Special educational needs	

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	16
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	18
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	19
HOW WELL IS THE SCHOOL LED AND MANAGED?	20
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	22
PART C: SCHOOL DATA AND INDICATORS	23
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	27

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Newland St John's Church of England (Voluntary Aided) School is an average sized primary school with 244 pupils on roll. It caters for pupils aged 4 to 11 years. With the exception of one Year 3 and one Year 6 class, pupils are taught in mixed-age groups. Children who are under five, of whom there were six during the week of inspection, are taught in the reception class. Just over 98 per cent of pupils are of white United Kingdom heritage; 1.2 per cent of pupils have English as an additional language and receive support from staff from the Ethnic Minority and Travellers Achievement Grant support services; 21 per cent of pupils are eligible for free school meals which is just above the national average; and 13 per cent of pupils are on the register of special educational needs, which is below the national average – 0.4 per cent of pupils has a Statement of Special Educational Need. Pupils' attainment on entry to the school is average overall, although several pupils do have underdeveloped personal and social skills. Since the previous inspection, numbers on the school roll have fallen by 18 pupils, and there have been several staff changes.

HOW GOOD THE SCHOOL IS

This is an effective school with many strengths. It offers a good quality of education for its pupils in a caring Christian environment. By the end of both key stages, pupils achieve high standards in mathematics and science and average standards in English. The majority of pupils develop positive attitudes to learning. The school is an orderly community where all individuals are valued. Staff are committed to raising standards and the school's aims and values of improving on previous best performance are very well implemented. The school is very well led and managed by a knowledgeable and caring headteacher who has provided excellent vision for the school. The deputy headteacher and senior management team are dynamic in their approach to raising standards. The quality of teaching is good, with examples of very good practice. Finances and administration are managed very well. The school provides good value for money.

What the school does well

- Pupils attain high standards in mathematics and science.
- The leadership and management of the headteacher and key staff are very good and the headteacher's vision for the school is excellent.
- The quality of teaching is good and overall, pupils make good gains in learning. Literacy and numeracy are taught well.
- Pupils with special educational needs and English as an additional language make good progress.
- Pupils have positive attitudes to learning. Overall their behaviour, personal development and relationships are good.
- The curriculum is broad, balanced, relevant to the needs of all pupils and is suitably enriched with a range of very good extra-curricular activities.
- The partnership with parents is very good.

What could be improved

- Average standards attained in English at the end of both key stages could be higher. Standards in spelling are unsatisfactory in both key stages and standards in writing could be better.
- Standards in information technology in both key stages are not high enough.
- There are areas for improvement in both the satisfactory and unsatisfactory teaching seen.
- Above-average attaining pupils could be challenged further.
- Further training for staff on handling pupils with behavioural problems.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvement overall since the previous inspection. Standards have improved in English, mathematics and science in both key stages, and in art at the end of Key Stage 2. The quality of teaching has improved from sound to good. Handwriting and presentation have improved. The teaching of subject-specific concepts and skills has been identified in curriculum planning and the curriculum planning has improved. Assessment procedures are now judged as very good in English, mathematics and science. The school has made very good progress in developing the roles of the co-ordinators and the leadership and management of the headteacher are now very good and have improved since the previous inspection. The school has made good improvement in its partnerships with parents. The good rates of improvement have been brought about by the good team spirit and the very good leadership of the headteacher and

deputy headteacher, which has implemented both recommendations from Her Majesty's Inspectors' visits and local education authority reviews.

STANDARDS

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

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

Children who are under five years of age attain the Desirable Learning Outcomes in all areas of learning. The school has set challenging targets for English and mathematics for 2002, which it is on course to achieve.

Inspection findings show that standards in mathematics and science, at the end of both key stages, are high, but in English they are average. Standards in spelling are unsatisfactory in both key stages. This is an improvement on the 1999 tests shown in the table above. Inspection findings differ from the table above because last year's cohort of pupils had a high proportion with special educational needs. This year, standards have improved because of the good quality of teaching, good evaluation of teaching and learning throughout the school, and the high commitment of teachers to raising standards. There are also fewer pupils with special educational needs in Year 6 than in previous years.

Pupils attain high standards in art at the end of Key Stage 2. Standards in information technology are below national expectations in both key stages, but pupils make sound gains in their learning in relation to their prior attainment. The school has only recently implemented its reviewed scheme of work and the present resources are unsatisfactory. These are contributory factors to pupils' low attainment in this subject.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are generally keen and eager to learn. They have positive attitudes to school.
Behaviour, in and out of classrooms	Generally good, but there are a few pupils with behavioural problems who interrupt lessons.
Personal development and relationships	Good. Relationships throughout the school are good and pupils have numerous opportunities to take on responsibilities which they carry out effectively. They take pride in all undertakings linked with citizenship.
Attendance	Satisfactory. Pupils enjoy coming to school.

TEACHING AND LEARNING

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

The quality of teaching is good with examples of very good and excellent practice seen in the teaching of literacy and numeracy. Two per cent of teaching seen was excellent; this was in numeracy in the oldest class. Seventeen per cent of teaching was very good, this was mostly attributable to teachers in Key Stage 2 and in the oldest class in Key Stage 1. Thirty-seven per cent of teaching was good, 40 per cent of teaching was satisfactory, and 4 per cent of teaching was unsatisfactory. The quality of teaching is better in Key Stage 2 than it is in Key Stage 1. The good quality of teaching is a contributory factor to the high standards that pupils attain in mathematics and science at the end of both key stages. Pupils make good gains in learning because teachers use assessment data well, and clearly identify what help individual pupils need with their learning. Pupils' progress in mental mathematics is good in both key stages and they make good gains in their understanding, problem-solving and the setting up of experiments. Pupils use literacy and numeracy skills well in other areas of the curriculum. The teaching of the under-fives is satisfactory overall, with examples of good teaching seen in personal and social development. The teaching of pupils with special educational needs and English as an additional language is good and this contributes to the good rates of progress for these pupils. There are, nevertheless, weaknesses in satisfactory teaching; these relate to the use of time, occasional under-challenge of higher attainers, and management of pupils with behavioural problems. This results in rates of progress being uneven.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is broad, balanced and relevant to pupils' needs. It is enhanced by a very good range of visits and visitors and the provision for extra-curricular activities is very good.
Provision for pupils with special educational needs and English as an additional language	Good. Records are meticulously kept and teachers are fully aware of pupils' targets. The good quality of support is a contributory factor to the good gains that these pupils make in their learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Provision for pupils' spiritual and moral development is good, provision for social development is very good. Provision for cultural development is satisfactory but further emphasis could be placed on multi-cultural awareness.
How well the school cares for its pupils	The school cares for its pupils well. Pupils are well looked after in a caring and secure learning environment.

The school has very good links with parents and this partnership contributes to the good gains that pupils make in their learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher has an excellent vision for the school. She is very ably supported by her deputy and the senior management team, and has ensured a harmonious team who are totally committed to raising standards. Co-ordinators fulfil their duties very well.
How well the governors fulfil their responsibilities	Good. Governors are hard-working, dedicated and fulfil their statutory duties well.
The school's evaluation of its performance	Very good. The school does a thorough analysis of all of its performance data and has identified appropriate targets for improvement.
The strategic use of resources	Resources are good overall. Information technology resources are unsatisfactory, and this has a negative effect on pupils' progress. Financial resources are managed very well. The school gives good value for money.

The school has very good administrative systems and the administrators ensure that the school runs smoothly. Support staff contribute well to pupils' learning, but they are not always used effectively in the teaching of foundation subjects. The accommodation is good, but the school has rightly identified the need for a separate computer suite. The school appropriately applies the principles of best value and all monies are carefully spent and the subsequent effect on standards is evaluated by the headteacher and governing body.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The headteacher and staff are dedicated to the pupils' welfare. • Children like coming to school. • Parents are regularly informed of their children's progress. • The school is an open and friendly environment where parents are regarded as true partners in their children's learning. 	<ul style="list-style-type: none"> • A minority of parents would like more homework and more extra-curricular activities.

Inspectors support parents' positive views but disagree with parents on the availability of homework and extra-curricular activities, as homework is having a positive effect on raising standards, and provision for extra-curricular activities is very good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Children enter the reception class as rising fives and their attainment on entry is average in all areas of learning, but several children have underdeveloped personal and social skills. They make sound gains in relation to their prior achievement in all of the areas of learning, with the exception of personal and social development, where learning is good. This is because there are high expectations of behaviour, good teaching and clearly established routines for the children. On occasions, the activities provided for the youngest children in language and literacy, mathematics, and knowledge and understanding of the world, are too formal, and this results in these children only making satisfactory gains in their learning because there is a lack of emphasis on children learning through discovery and through rigorously structured play.
2. The 1999 test results show that standards in reading in comparison with all schools, at the end of Key Stage 1, were in line with national averages, but above average in comparison with similar schools. In writing, standards were below national averages in comparison with all schools and were in line with similar schools. In mathematics, pupils attained high standards, both in comparison with all schools and in comparison with similar schools. In Key Stage 1, the percentage of pupils reaching the higher levels in reading and mathematics was below the national averages; in writing, it was broadly in line. Over a period of four years, the performance of pupils in reading was close to the national average, in writing it was below the national average and in mathematics it was above the national average. There was no significant difference in the attainment of boys and girls.
3. In Key Stage 2, the national test results show that, in comparison with all schools, standards were below average in English and mathematics, and in line with national averages for similar schools. In science, in comparison with all schools, standards were in line with national averages and, in comparison with similar schools, they were high. In Key Stage 2, the percentage of pupils achieving the higher levels was better than in Key Stage 1 in English and mathematics, being close to the national averages, and in science it was above the national average. However, over four years the performance in English, mathematics and science was below the national average taking all core subjects together. There was no significant difference in attainment by gender.
4. This year's groups of pupils in Years 2 and 6 do not have such a high percentage of pupils with special educational needs as in 1999, and this is a contributory factor to the differences in attainment between the national test results for 1999 and inspection findings
5. Inspection findings show that the school has made good progress in raising pupils' attainment at the end of both key stages since the previous inspection, and that standards are now in line with national averages in English and above national averages in mathematics and science in both key stages. This is because the school has improved its assessment procedures and the quality of teaching has improved due to the rigorous implementation of the National Literacy and Numeracy Strategies and regular monitoring. Whilst pupils make generally good gains in relation to their prior attainment, there are, nevertheless, certain weaknesses in teaching which impact negatively on the overall rates of progress and result in progress being inconsistent in both key stages. The best rates of progress are made in Years 2 and 6 and in the mixed-age classes of Years 3 and 4 and Years 5 and 6. This is because the quality of teaching is good or better in the majority of subjects. The school has set appropriate future targets for English and mathematics, which it is on course to achieve.
6. In English, in both key stages, pupils make satisfactory progress in speaking and listening. Most pupils are reasonably confident when talking to visitors and answer questions in a way which shows that they have listened carefully. Teachers' good questioning skills have a positive effect on improving pupils' comprehension skills. By the time pupils leave the school at Year 6, they have an increasing awareness of how to adapt the way they speak to different audiences and they understand the difference between formal and colloquial speech.
7. Standards in reading are above the expected level in both key stages. Pupils make good progress in relation to their prior attainment. Pupils know the language of books, the difference between fact and fiction, and use a range of strategies to establish meaning from text. By the time that pupils leave the school they can extract information carefully to support their views in a variety of situations.

8. Standards in writing are broadly in line with national averages at the end of both key stages, but spelling and punctuation are weak and are unsatisfactory overall. The majority of pupils' handwriting in Key Stage 1 is satisfactory and many can use capital letters and full stops correctly. In Key Stage 2, handwriting is good but spelling and punctuation are still below the expected levels because the school has not, as yet, implemented a whole-school spelling policy and pupils' mistakes are not regularly used as teaching points. Pupils use grammatically complex sentences and vocabulary adventurously, however, the lack of use of writing frames across the curriculum limits their progress.
9. In mathematics, pupils' attainment is above national averages in both key stages and they make good progress in relation to their prior attainment. The successful implementation of the National Numeracy Strategy is impacting well on standards, particularly in mental mathematics. In Year 2 pupils solve problems and consolidate previous learning and understanding of number in their mental calculations. Over time, all pupils make good progress and, by the age of 11, they are very competent in all mental calculations and they use their skills of literacy and numeracy effectively in problem-solving situations. They calculate areas of right-angled triangles, squares and rectangles. They investigate numbers, using 'portioning' methods and they have good skills in interpreting graphs.
10. In science, pupils make good gains in their learning in both key stages and their observational skills are good. This is because an appropriate emphasis is placed on developing these skills through such subjects as art and geography. Pupils in both key stages have high standards in investigative and experimental science. They clearly label diagrams, give bullet point descriptions, and higher attainers in Key Stage 1, when researching mini-beasts, make good progress in compiling keys to classify various attributes. All pupils make very good progress in predicting the outcomes of a wide range of scientific experiments. They hypothesise expertly the reasons for some unexpected results, but the lack of clearer writing guidelines to help them explain the change in the results of their experiments limits their written output. The overall good gains over time in relation to pupils' prior attainment are directly attributable to the good teaching and the effective role of the co-ordinator in promoting the subject throughout the school.
11. The achievement of pupils with special educational needs and English as an additional language, is good because these pupils' needs are identified very early due to the very good assessment procedures that the school has implemented. Pupils are well supported by teachers and support staff, and tasks set are well matched to their needs. Teachers know these pupils well and the extra support that these pupils receive in the additional literacy sessions is having a positive effect on their spelling.
12. However, given the pupils' attainment on entry to the school, which is average overall, the proportion of pupils attaining the higher levels is not as high as it could be. This is because there are occasions when teachers' expectations are not sufficiently high, especially in the reception/Year 1 class and in the Years 1/2 class and Year 3 class. Pupils are not always effectively supported in their writing across the curriculum due to the lack of writing frames and appropriate teacher interventions. Teachers, in both key stages, do not always use pupils' mistakes in writing as teaching points, and this results in the standards of spelling in both key stages being unsatisfactory. There is a lack of challenging extension activities for higher attainers, especially in literacy, and this results in them consolidating knowledge rather than extending it. Targets for pupils with emotional or behavioural difficulties are not always sufficiently focused upon as to how to deal with the root cause of the problem. Instead these targets state what the desired result will be rather than how to achieve it. These factors contribute to inconsistency in short-term gains in learning for pupils who are higher attainers and those with behavioural problems.
13. Standards in information technology are unsatisfactory at the end of both key stages, but this is largely due to a lack of resources and hands-on experience, rather than the quality of teaching, although there are occasions when teachers' subject knowledge is very variable. Pupils make sound gains in learning in relation to their prior attainment, but are unable to practise what they know due to the unsatisfactory resources for information technology. The school has addressed this issue and plans are under way for an information technology suite.

14. In geography, pupils make sound gains in their learning in relation to their prior attainment. Pupils have good knowledge of environmental issues and feel very strongly about the accountability of the human race in looking after the environment. In music, pupils have good singing standards, and instrumentalists achieve high standards. The school orchestra performs well, but standards in composition, listening and appraising, whilst satisfactory overall, could be better. In physical education, pupils make sound gains in their learning and in Year 6 make good progress in understanding the mechanics of athletics, the importance of warming up prior to exercise, and their knowledge of the use of muscle groups in movement is above average. Pupils' achievement in history is satisfactory at the end of both key stages, but their standards in writing could be higher, especially those who are higher attainers, as they are insufficiently challenged in their writing when describing their personal reflections and new-found historical knowledge. However, pupils' research skills are well developed and their writing reflects an appropriate 'feel' for the working conditions and religious beliefs of this period. In design and technology, pupils make sound gains in their learning in the designing and making processes in both key stages, but teachers' knowledge is less secure when it comes to helping pupils evaluate their designs and there is a lack of recorded evaluations of finished products against pupils' designs.

Pupils' attitudes, values and personal development

15. Pupils' attitudes, values and personal development are good and attendance is satisfactory. Apart from attendance, which has slightly declined since the previous inspection, pupils' attitudes, values and personal development are similar to those found in the previous inspection. Children under the age of five develop positive attitudes to learning because the teaching of personal and social development is good. However, since the previous inspection, there has been a rise in the school's population of pupils with emotional and behavioural difficulties, and the school has not yet addressed the issues relating to finding suitable strategies for those pupils whose behaviour is challenging.
16. Although there were many examples seen in classrooms where pupils displayed good attitudes both to their work and to their fellow pupils and teachers, several examples of pupils' disruptive behaviour were noted during the inspection. One such example occurred in a physical education lesson taken in the school playground, in which a minority of pupils could not engage themselves purposefully in the work. There is also documentary evidence that a minority of pupils display occasional poor attitudes and behaviour in classrooms and in the playground. Where the teaching is good, pupils are usually quick to respond and demonstrate positive attitudes to their work in the classroom. Many of the younger pupils are gradually learning the importance of their attitudes and behaviour in relation to the teacher and to their peers, but there are also examples where a minority of pupils occasionally take advantage of weaker teaching in the classroom by not getting fully involved in lessons and disturbing other pupils. Teachers' management of behaviour does not include strategies that consistently appease the behaviour of pupils with emotional difficulties.
17. However, examples of good behaviour were particularly evident in assembly and, during one whole-school assembly, even though the hall was tightly packed with children for 20 minutes, the observed behaviour was very good as pupils listened carefully to an interesting and instructive story with a moral theme, given by the deputy headteacher.
18. The day-to-day relationships between pupils and teachers and pupils themselves are good overall and there are times when relationships are very good, such as in the developing playground 'friendship initiative', which involves a number of older pupils (all wearing bright blue hats) providing support and company to younger pupils who visit their white 'STOP' bench in search of a friend. Pupils also work collaboratively as seen in teamwork observed in a physical education lesson. Good opportunities are provided in the literacy and numeracy sessions for collaborative work. The school provides many opportunities for pupils to develop their social skills through speaking and listening, and taking responsibility for undertaking tasks, such as taking registers to the office, setting out chairs for assembly, cleaning tables at lunchtimes, holding open doors for other pupils and visitors, and manning the school telephone over the lunchtime periods. Pupils were observed to respond in a positive manner to these responsibilities.
19. The overall attendance at the school is satisfactory but is slightly below the national average. The incidence of unauthorised absence is in line with the national average. Although there is some

evidence of occasional lateness, the majority of pupils come to school and lessons on time. School

registers are correctly marked both mornings and afternoons. There have been no exclusions.

20. For the vast majority of pupils at the school, their attitudes, values, behaviour and attendance make good contributions to their learning and personal development and good standards have been maintained since the previous inspection.

HOW WELL ARE PUPILS TAUGHT?

21. The quality of teaching throughout the school is good overall. In 2 per cent of lessons seen, the teaching was excellent (this was in numeracy in Year 6); 19 per cent of teaching seen was very good; in 35 per cent of lessons, teaching was good; in 40 per cent teaching was satisfactory; and in 4 per cent, teaching was unsatisfactory. Teaching is better in Key Stage 2 than it is in Key Stage 1. The teaching of numeracy and science is better than the teaching of literacy because, throughout the school, there are inconsistencies in both key stages in the delivery of the literacy strategy. The best examples of teaching literacy were seen in the Year 2 class, the Years 3/4 class and in the Year 6 class. In these lessons the teachers set high expectations and the pace of lessons was brisk, with pupils being purposefully occupied by being given a good range of extension activities which challenged their thinking. For example, whilst preparing a leaflet for tourism, Years 3/4 pupils were challenged into finding suitable words to persuade people to visit Hull.
22. The teaching of children who are under five is satisfactory overall in all areas of learning, with the exception of the teaching of personal and social development, where the teaching is good. This results in children developing good attitudes to learning because they are appropriately guided from an early age into taking responsibility for themselves. The sound teaching in the under-fives contributes to the satisfactory rates of progress that these children make. Teachers have good knowledge and understanding of these young children's needs, but planning is not always linked to the specific skills which underpin the Early Learning Goals (formerly Desirable Learning Outcomes). This results in tasks being set that are too formal for these young children and, on occasions, they lose concentration because they cannot fully carry out what is expected of them. Both the teacher and support assistant work well together and this contributes positively to the rates of progress that these children make in relation to their prior attainment.
23. Teachers in both key stages have secure subject knowledge and understanding in the majority of subjects with the exception of information technology and design and technology, where knowledge is variable from satisfactory to very good. Teachers generally make it their duty to seek help when they need it and the headteacher places a high emphasis on training the staff in areas where subject expertise is lacking. The school development plan identifies that this is particularly the case in information technology, where some staff are not confident in identifying and using the best programs to support learning across the curriculum.
24. Teachers in Key Stages 1 and 2 plan their lessons very well. They identify clearly what pupils should know by the end of the lesson and they make very detailed evaluations of assessments undertaken during the lessons. This contributes positively to the good rates of progress that pupils make. Teachers' expectations are satisfactory overall, but they could be higher. In Key Stage 2, expectations are higher than in Key Stage 1, with the exception of the Year 2 class, where expectations are high, and the Year 3 class, where expectations are satisfactory. Because expectations are inconsistent, the rates of progress are variable. For example, in the single-aged Year 2 class, the teacher has to catch up on skills that pupils had not fully consolidated in Year 1, such as phonological awareness and letter formation. Teachers' management of pupils is good in the under-fives and satisfactory in Key Stages 1 and 2. Overall, it is satisfactory. However, there are pupils in both key stages who demonstrate challenging behaviour and, whilst teachers deal with them generally effectively, the teachers' range of behaviour management strategies is limited. When pupils take extended "time out" from lessons because of their behaviour, this has a negative effect on their learning because their access to the curriculum is curtailed. In an excellent numeracy lesson in Year 6, the teacher had very positive relationships with the pupils; she used time effectively and encouraged pupils to talk about how they worked out the problems in their head and she intervened appropriately when pupils experienced difficulty. Pupils made good gains in their learning because they were challenged well.

25. Teachers use resources well. They make their lessons lively and interesting, worksheets are well prepared and, in the Years 5 and 6 class, the computers are used effectively to support pupils' learning. The good use of resources was also seen in history, science and geography in both key stages. The good quality of resources used has a positive effect on pupils' learning because they are a contributory factor to the volume of productivity and pace of working that pupils undertake. The good quality resources also contribute to the positive attitudes to learning that pupils develop.
26. The use of assessment is very good and teachers upgrade their planning daily in the light of the observations that they have made of pupils in lessons. This results in pupils making good gains in their learning in relation to their prior attainment. In Key Stage 2, pupils are aware of their personal targets, which are referred to in lessons, and this contributes positively to their skills of independent learning. Teachers in both key stages use homework well. Homework is linked appropriately to the subjects of the National Curriculum and it is regularly marked by the teachers. The majority of parents are appreciative of the homework that their children receive and, during the parents' meeting, commented on how much their children enjoyed doing homework.
27. The teaching of pupils with special educational needs and English as an additional language is good. Teachers, and classroom support assistants working with these pupils, know the pupils well, and generally plan work at suitably challenging levels. However, occasionally the work set is too difficult and does not allow these pupils the opportunity to practise the intermediate steps towards their targets. Usually the quality of questioning by teachers is good and allows pupils the opportunity to answer with others in their class. Classroom assistants are particularly effective in the way they discuss and prompt these pupils so they are able to take part in discussions. Occasionally, teachers do not deploy classroom support assistants to the best advantage, and do not plan their work in sufficient detail. The school does not have a consistent policy for the management of pupils with persistent emotional and behavioural difficulties, and occasionally these pupils are disruptive in lessons, to the detriment of others.
28. In the satisfactory teaching there are, nevertheless, areas for improvement. For example, the teaching of literacy is satisfactory, but there is insufficient emphasis on a rigorous approach to teaching spelling and ensuring that pupils' mistakes are used as teaching points. In the mixed reception and Year 1 class, the teacher set high expectations in teaching phonics, but some pupils did not know what 'logs' and 'cogs' were and there were no examples provided to help them understand. On occasions, the pace of lessons is slow, this was seen in Years 1 and 2 numeracy and Years 4 and 5 design and technology, where the explanations that teachers gave were too long and pupils became restless. Overall, the teaching meets the needs of all pupils but, on occasions in both key stages, the higher attainers are insufficiently challenged and, whilst they make satisfactory progress, they consolidate skills rather than being guided into new areas of learning. For example, in a Years 1 and 2 history lesson, pupils were asked to describe old artefacts but they were not given writing frames or prompts relating to subject-specific vocabulary in order to motivate them into producing examples of extended writing.
29. Overall, the teaching of basic skills in both key stages is good. Teachers teach mental mathematics well and, generally, the skills of phonics are effectively taught. This is because pupils are appropriately grouped by ability and are encouraged to hypothesise and test ideas by sorting number patterns, words, and identifying sounds. The teachers' good questioning encourages pupils to explain principles behind patterns and this is having a positive effect on the gains that pupils make in their learning. The conclusions of lessons highlight the key facts taught, and the teachers identify what has been achieved. This sharing of information contributes to the good relationships between teachers and pupils. Since the previous inspection, the quality of teaching has improved and all pupils are making better gains in learning, teachers are now more familiar both with the content of the National Curriculum and the skills that underpin the Programmes of Study, and learning intentions are very clearly specified in teachers' short-term planning.

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

30. The quality and range of curricular opportunities are good at both key stages and the appropriate statutory curriculum is in place. The curriculum is broad, balanced and vibrant.
31. Policies and schemes of work use a range of statutory, local education authority and school-based inputs to offer clear guidance to teachers on the development of pupils' knowledge, skills and understanding. Teachers' joint planning and improved schemes of work, represent good improvement in curriculum continuity since the previous inspection. Schemes of work are developed using guidelines from the Qualifications and Curriculum Authority and these are appropriately linked to the needs and interest levels of the pupils. Teachers who take mixed-age classes, plan their lessons carefully so that pupils of differing ages and ability have equal access to the curriculum. Planning for the higher attainers, however, is not consistently giving relevant targets and challenges. The school has begun to address this with an appropriate policy. The National Literacy and Numeracy Strategies have been implemented effectively. Good opportunities for developing skills learnt in these sessions are provided in other curriculum areas, such as science, history, geography and religious education. For example, scrutiny of pupils' work reveals that, in science, pupils are using line graphs to represent data gained from experiments in ways that exercise affects the body. In history, detailed accounts are given as to how life in Victorian schools was different from the present education system.
32. Provision for personal, social and health education is very good and frequent opportunities are taken to make it relevant to other areas of study. In science lessons, pupils learn about the effect of exercise on the body and that growth is reliant on a healthy diet. Pupils warm-up effectively in physical education lessons prior to exercise. A good personal, social and health education policy and scheme of work identify appropriate age-related learning outcomes. The school has adopted appropriate sex education and drugs awareness policies, the teaching of these aspects is enhanced by visits from a local nurse. The contribution of the local community to pupils' learning is very good. The school uses the local shops and industries as points for teaching about citizenship. The school has devised an 'options' morning, developing multi-skills in workshops run by pupils, governors, teachers, parents, lecturers and friends of the school. The higher attaining pupils attend a university club which challenges their mathematical skills, and the school organises a community sports day. The school is proud of its links with the families of its pupils. In the 'good start programme', the school shares Early Learning Goals (formerly Desirable Learning Outcomes) with new parents. Parents and grandparents, as well as numerous outside speakers, greatly enhance curriculum provision from both the historical and multi-cultural perspectives. Strong links have been established with local companies. A valuable environmental study area has been developed alongside the school with a local company's help. Links with local manufacturing companies enable pupils to carry out experiments with material strengths. Strong links have been made with local churches, especially through the media of singing and orchestral work.
33. The curriculum for the under-fives is appropriately linked to the nationally agreed areas of learning for the under-fives. The programme of work is based on the advancement of children's skills, knowledge and understanding related to the key areas of learning and broadly incorporated into the National Curriculum Programmes of Study. It is extended to embrace the literacy and numeracy strategies. The provision for under-fives, however, is not effectively balanced to include well-planned regular outdoor play opportunities for these children and, on occasions, tasks set for these young children are too formal as the curriculum does not fully take into account the full range of skills that underpin the Early Learning Goals (formerly Desirable Learning Outcomes).
34. The school provides a very good range of extra-curricular activities. Clubs, such as netball, orchestra, choir, football, mathematics, English and chess, further enhance pupils' learning. The curriculum is enriched with an extensive range of visits to places of educational interest and by the use of visiting speakers and drama groups. Pupils' knowledge of wartime Britain is enhanced by a visit to the Eden Prisoner of War Camp. Victorian era knowledge is developed by a visit to the 'hands-on' museum. Perceptions of Anglo-Saxon Britain are heightened by interactive drama presentations. Musical appreciation is cultivated by visits to The Royal Opera House and by the participation in the local Festival of Carols and the Hull Christian Schools' Celebration. Pupils' learning is further enhanced by police, nurse, road-safety and local industry representatives' visits.

35. Provision for pupils' spiritual, moral, social and cultural development is good and continues to be a strength of the school.
36. The school has a very good ethos where all pupils are valued as individuals and are positively involved in school life. This very much reflects the Christian nature of the school. The school fulfils the requirements for a daily act of collective worship and provides pupils opportunities to reflect on the issues and ideas being presented to them. Other opportunities for the pupils to reflect on values and beliefs are provided in history, where value systems relating to social classes are explored. Pupils marvel at the architecture on their visit to Beverley Minster and they learn about the lives of great artists, such as van Gogh and Mondrian, and the events which led them to produce great works of art.
37. The provision for moral development is good. A strong sense of morality underpins the aims and ethos of the school to create a caring learning community. Effective, non-confrontational strategies are used in managing most pupils' behaviour. Classrooms have codes of behaviour and most pupils are well aware of the responsibility they have for their own actions and show a concern for the well being of others. Acts of collective worship contribute very well to pupils' emerging moral issues. Opportunities are also provided in other subjects for pupils to consider issues, such as care for the environment and the problems relating to the third world.
38. Provision for social development is very good. A special emphasis is placed on the need for co-operative and collaborative studying as well as independent research in history, science and geography. Pupils develop a variety of social skills in residential visits such as the geography visit to Kettlewell. They are given opportunities to participate in local musical festivals and sporting tournaments. They have participated in the Humber Youth Games and in a prelude to the rugby World Cup. The school's recent involvement in the citizenship project has ensured that pupils have had many opportunities to become involved in wider social issues, such as taking on responsibility for the environment.
39. Provision for pupils' cultural development is satisfactory. Pupils learn about their local and wider culture and are given opportunities to appreciate their local heritage. In geography they consider a range of lifestyles and cultures around the world. In history they learn about the contrasting lifestyles of Victorian and wartime Britain. In religious education they consider range of world religions and the cultures from which they evolve. The school has a very good range of resources that reflect different modern-day cultures. However, individual subjects are not consistently maximising pupils' understanding of multi-cultural issues. For example, art, drama and dance do not consistently reflect aspects of multi-cultural influences. Whilst the school has a good range of multi-cultural books in the library, they are not sufficiently referred to in, for example, the literacy hour and story time.
40. Since the previous inspection, the school has made good progress in developing a broad and balanced curriculum, and very good progress in developing assessment procedures which clearly focus on ensuring that continuity and progression is clearly addressed.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. The procedures for child protection and welfare, health and safety are good overall. The monitoring of academic performance and for pupils' support and guidance in raising achievement is very good. A few health and safety concerns were evident during the inspection and the school is aware of these aspects and is already taking proactive action to implement improvements. For example, cleaning fluids and medicines are now being stored in a more secure environment.
42. Child protection procedures are effective. The school staff, classroom support assistants and lunchtime supervisors provide a high degree of welfare support to individual pupils as evidenced by the provision of a wide variety of first aid and pastoral support observed during the inspection. Teachers know their pupils well and, in the classroom, they are quick to observe any personal difficulties and to take appropriate and remedial action. The school carries out, and maintains records of, termly fire drills and evacuations.
43. Although the school, with the occasional assistance of the education welfare officer, monitors the individual levels of pupils' attendance, some of the pupils exhibiting the lowest levels of attendance have not been identified and followed up, and this is a weakness in the system. Although the school has developed a range of strategies for the monitoring and control of behaviour, during the inspection it was evident from a number of classroom observations, that these strategies for the management of

pupils' behaviour are limited. Pupils' academic performance and personal development are monitored very effectively by the school and steps are taken to identify individual problems, with a range of strategies in place, which may include more formal assessment and the preparation of individual education plans for some pupils. However, the level of academic support linked to raising achievement for higher attaining pupils is a weakness. The school acknowledges pupils' individual achievement through the praise given to them in the classroom and, more formally, in regular whole-school assemblies, which are used very well to promote a variety of themes linked to the encouragement of good behaviour and attendance.

44. The school provides a very supportive environment for all its pupils. This is greatly valued by parents. Overall, there has been good improvement in this area since the previous inspection. The staff are aware of pupils' physical and emotional needs and this enables them to provide a high level of support for the majority of pupils.
45. There are very-well established procedures in place for monitoring and recording pupils' day-to-day achievements and using the information to plan differently graded tasks for pupils with differing levels of ability, particularly in the core subjects of English, mathematics and science. These short-term assessment arrangements are well developed, and the staff are appropriately guided as to how they should measure, record, and use information about pupils' learning on a day-to-day basis. Good use is made of the subject portfolios of work assessed against National Curriculum levels.
46. The procedures for assessing pupils' attainment and progress over time in English, mathematics and science are very effective. Assessments, including baseline, statutory tests, and the optional tests from the Qualifications and Curriculum Authority, are used well to monitor pupils' progress. The school uses the results of these assessments to 'set' groups by ability for mathematics in Key Stage 2. The careful analysis also helps to confirm or identify pupils with special educational needs and the higher attaining pupils. Teachers set targets for individuals and groups of pupils, and consequently meet their needs well. Pupils with special educational needs are identified early. They are monitored closely by the special educational needs co-ordinator and their progress recorded in detail. Consequently, the needs of these pupils are met well in lessons and they make good progress.
47. Assessments take place on entry to the reception class and there are consistent procedures for assessing children on a day-to-day basis, to check their progress and plan what they need to do next, through collaborative planning and liaison between the two reception classes. Assessment systems for pupils with special educational needs and English as an additional language are very good. The school uses information provided by outside agencies very well to ensure that pupils receive a suitable level of support to enable them to make good progress towards their targets.
48. Teachers know their pupils well, their own evaluation of the short-term planning is rigorous and provides sufficient information to inform lesson planning and build successfully on previous skills of individuals and groups. Teachers use the schemes of work to guide them in their curriculum planning. This is effective for English and mathematics, as the National Literacy and Numeracy Strategies ensure teachers plan work to meet the needs of pupils of different levels of attainment. The assessment and marking policies provide sufficient guidance for teachers to make rigorous and useful assessments.
49. Class teachers do not, however, always effectively monitor the individual talents of pupils, particularly in music. The social needs of pupils are well monitored. The strengths and weaknesses in pupils' personal development are shared with parents in the annual end-of-year reports. The headteacher monitors this information carefully each term and uses it very effectively to promote pupils' attitudes and behaviour in school.
50. Since the previous inspection, the school has made very good improvement in monitoring the progress of its pupils, and teachers' skills in assessment are now judged as very good in English, mathematics and science.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

51. Parents' views of the school are very supportive, and the school's links with parents are very good. The impact of parental involvement with the school is also very good
52. The majority of parents are very supportive of the school and of its aims and objectives. Parents feel that their children like school and that their children make good progress. Parents also feel that the teachers are most approachable and that the school is well managed. However, a minority of parents feel that there are some issues relating to homework and the range of activities outside lessons. The inspection team found that homework is given out regularly by staff and that extra-curricular activities are very good and enhance the quality of the curriculum. The school has issued a booklet covering homework and many parents have given a positive response to the proposals. The information provided by the school through the prospectus and in regular newsletters is of a good standard, and the satisfactory pupils' reports are in the process of being upgraded to include a section covering target areas for development. There is some evidence of occasional challenging behaviour by pupils at the school, although this is confined to a small minority. It does, however, cause occasional disruption in the classroom and there is some inconsistency in the way it is dealt with across the school.
53. Several parents are frequent visitors to the school, both in terms of providing very welcome classroom support, and in helping out with curricular visits to the local and wider community. All parents have been invited to enter into a home/school agreement, which is designed to promote improved relationships between the school, parents and pupils. Several parents were interviewed during the inspection and all had only positive contributions to add to the inspection evidence base. The school has good induction procedures for new children to the school and also offers a variety of workshops to keep parents informed, such as the induction of new parents and in the implementation of the literacy and numeracy hours. There is also 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 the school staff.
54. 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. The Parents, Teachers and Friends Association is very supportive of the school and works hard in a number of fund-raising areas to provide additional resources aimed at improving pupils' learning.
55. The school's links with parents provide a very good contribution to pupils' learning and personal development. The school is the heart of the community that it serves. Parishioners and neighbours are welcome visitors to the school and many local residents attend the various functions that children are involved in, such as harvest festivals and Christmas carol services.
56. Since the previous inspection the school has maintained its strong links with feeder schools by providing interesting and valuable work-experience for students. Links with industry remain strong and promote pupils' learning effectively.

HOW WELL IS THE SCHOOL LED AND MANAGED?

57. The leadership and management of the school are very good and the headteacher's vision for the school is excellent. The headteacher is very ably supported by the senior management team and a knowledgeable and enthusiastic deputy headteacher. The literacy and numeracy co-ordinators perform their duties very well and have been successful in raising standards throughout the school.
58. The headteacher and key staff have ensured that the school's aims and policies are very well implemented and all key staff are aware of the data available from both national and school-based assessments. A very good analysis has provided the school with a clear way forward for further raising standards and improving the quality of education provided for the pupils. The monitoring and evaluation of the school's performance, especially in relation to teaching, are very good, and the school has been ably supported by the local education authority in identifying strengths and areas for improvement. This is clearly reflected in a detailed and manageable school development plan which has been effectively compiled by the staff and governing body. The improvement in teaching has been a contributory factor to the high standards that pupils attain at the end of both key stages in mathematics and science. The delegation and contribution of staff with management responsibilities

are very good. Subject leaders are well informed of what areas need to be improved in their subjects. They have secure subject knowledge and take it upon themselves to find out what is the best practice available in their subjects. The school's strategy for appraisal and performance management is appropriately developed and the school has fully taken on board the recent government initiatives.

59. Governors execute their duties well, they are knowledgeable and are regular visitors to the school. They play an active role in shaping the direction of the school. They are fully aware of the priorities in the school development plan, and they have been very active in successfully improving the school's accommodation, which is good. The plans for developing the information technology suite have been appropriately costed and the governors have used the principles of best value to ensure that pupils have access to more computers in an attempt to further raise standards.
60. Induction procedures and the effectiveness of provision for the training of new teachers are very good. The school is very highly regarded by teacher training institutions due to the very good provision that is made for student teachers.
61. The school development plan identifies appropriate priorities to move the school forward and these are well supported through careful financial planning. All specific grants are used very effectively for their designated purposes, such as the provision of resources for pupils with special educational needs and English as an additional language. The governors have rightly been cautious in retaining a proportion of the budget to equip the new information technology suite with computers.
62. The co-ordinator responsible manages the provision for special educational needs and the needs of pupils with English as an additional language very well, and has a far-sighted vision of the needs of these pupils. The very good management of the needs of these pupils has ensured that the profiles of special educational needs and English as an additional language are very high throughout the school. All pupils are valued for their uniqueness.
63. The governors have rightly recognised the need to monitor the cost-effectiveness of spending on both resources and support staff and plans are in place to monitor the effect of support staff on pupils' progress.
64. The accommodation is good. Pupils have been involved in the design of their own playground in order to improve the quality of outside play. However, the school is in the early stages of developing a separate outside play area for the under-fives. The staff work very hard at producing high quality displays, which are aimed at developing pupils' natural curiosity for learning. The school is meticulously clean and the caretaker and kitchen staff are totally committed to providing a pleasant learning environment for the pupils.
65. The accommodation is mostly on one level and is well utilised to support the majority of the curriculum. In some classrooms, storage space is at a premium. The school is very well maintained by the cleaning staff. Outside play areas are very good and a new range of outside play resources has recently been introduced. The school has advanced plans to create a new information technology suite in the near future and this will add a significant new resource in a much-needed area of the curriculum.
66. Resources are good overall. The staff ensure that pupils are provided with good quality resources. However, resources for information technology are limited at present and are unsatisfactory overall. The school has recognised this and is in the process of raising further funds to put into place the very-well planned information technology suite.
67. Since the previous inspection, the leadership and management of the school have improved significantly. There is an appropriate balance between the good provision of care and academic rigour that has contributed to the raising of standards of pupils' attainment. The management of change has been very effectively led by the very caring and dedicated headteacher. The good relationships and strong sense of teamwork have ensured that staff have helped one another to create an effective learning community.
68. The school manages its financial resources very well and the majority of the recommendations in the last auditors' report have been implemented. Where the recommendations have not been followed, the school has written to the local authority to explain the alternative action it has taken to overcome the few minor issues raised. The school makes intelligent use of available funding to ensure that staff are adequately trained for the many and varied tasks which befit today's teachers in an effort to raise

standards across the curriculum. The school applies the rule of 'best value' when assessing the alternative suppliers of goods and services. Overall, the school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

69. Raise standards in spelling and writing in both key stages by:

- Implementing a whole-school spelling policy.
- Ensuring that pupils' spelling mistakes are used as teaching points.
- Ensuring that pupils' writing is supported by the use of writing frames and appropriate teacher interventions.

(Refer to paragraphs 8, 14, 28, 95, 99).

70. Raise standards in information technology by:

- Providing further training for teachers in how information technology can be used across the curriculum and by building on skills from year-to-year more effectively.
- Improving resources and giving pupils more 'hands-on' experiences of computers.

(Refer to paragraphs 13, 144).

71. Improve the good quality of teaching even further by:

- Ensuring that teachers understand that high expectations must be accompanied by appropriate support materials to aid pupils in their learning.
- Ensuring that the pace in lessons is brisk and that there is an appropriate balance between explanations, discussions and tasks set for pupils.
- Ensuring that higher attainers are appropriately challenged by stimulating extension activities.

(Refer to paragraphs 12, 27, 28).

72. Provide further training for teachers on handling pupils with behavioural problems.

(Refer to paragraphs 12, 15, 16, 24, 52).

73. Minor issues:

- Ensure that multi-cultural aspects of the curriculum are further developed through music, art and dance.
- Further develop the provision for under-fives by ensuring that planning is linked to the skills underpinning the foundation stage of learning and that suitable outdoor provision is provided.
- Continue to develop ways of improving accommodation, as and when funds allow, in respect of an information technology suite.
- Provide further training for teachers to ensure that they are all familiar with skills that underpin the design and technology Programme of Study.

(Refer to paragraphs 1, 14, 22, 39, 64).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	54
Number of discussions with staff, governors, other adults and pupils	30

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	17	37	40	4	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	-	244
Number of full-time pupils eligible for free school meals	-	52

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	-	1
Number of pupils on the school's special educational needs register	-	33

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	28
Pupils who left the school other than at the usual time of leaving	18

Attendance

Authorised absence	%
School data	4.7
National comparative data	5.4

Unauthorised absence	%
School data	0.6
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999(98)	16	22	38

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	11	15
	Girls	20	20	21
	Total	33	31	36
Percentage of pupils at NC level 2 or above	School	87(84)	82(83)	95(94)
	National	82(80)	83(81)	87(84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	14	14
	Girls	20	20	19
	Total	32	34	33
Percentage of pupils at NC level 2 or above	School	84(85)	89(80)	87(87)
	National	82(81)	86(85)	87(86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999(98)	17	23	40

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	12	13
	Girls	15	12	21
	Total	25	24	34
Percentage of pupils at NC level 4 or above	School	63(63)	60(51)	85(80)
	National	70(65)	69(59)	78(69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	11	13
	Girls	13	14	19
	Total	23	25	32
Percentage of pupils at NC level 4 or above	School	58(60)	64(54)	82(71)
	National	68(65)	69(65)	75(71)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	241
Any other minority ethnic group	3

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	10.2
Number of pupils per qualified teacher	23.9
Average class size	27.1

FTE means full-time equivalent.

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	209

Financial information

Financial year	1999
	£
Total income	465,255
Total expenditure	478,338
Expenditure per pupil	1,655
Balance brought forward from previous year	30,971
Balance carried forward to next year	42,230

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	244
Number of questionnaires returned	46

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	43	4	0	0
My child is making good progress in school.	59	37	4	0	0
Behaviour in the school is good.	30	57	9	0	5
My child gets the right amount of work to do at home.	28	54	15	2	0
The teaching is good.	57	37	2	0	4
I am kept well informed about how my child is getting on.	48	39	11	2	0
I would feel comfortable about approaching the school with questions or a problem.	60	33	4	2	0
The school expects my child to work hard and achieve his or her best.	67	33	0	0	0
The school works closely with parents.	46	46	4	4	0
The school is well led and managed.	70	20	2	4	4
The school is helping my child become mature and responsible.	49	44	4	0	2
The school provides an interesting range of activities outside lessons.	37	41	15	4	2

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

74. Children enter the reception class as rising-fives at the start of the academic year. At the time of the inspection, six children were under five. Most children's levels of attainment on entry to the reception class are average for their age. They make satisfactory progress, and by the time they are five, their standards of attainment are in line with the national expectations of the Desirable Learning Outcomes.
75. Children develop a good range of learning experiences within the recommended areas of learning, which are successfully incorporated into the National Curriculum Programmes of Study. By the time they are five, children attain the expected levels for their age in language and literacy, mathematics, knowledge and understanding of the world, personal and social development, physical development and creative development. Children with special educational needs and English as an additional language receive well-planned extra support to enhance their progress. Children make sound gains in their learning in all the Desirable Learning Outcomes and they make good gains in their learning in personal and social development.

Personal and social development

76. Children make satisfactory progress in the development of personal and social skills. They begin to work successfully on their own and as part of a group. Children develop confidence, knowledge and independence through a variety of learning situations. They enjoy first-hand experiences and purposeful play. They are attentive and eager to learn. Most children participate enthusiastically in both teacher-led and self-initiated activities and concentrate for an appropriate length of time. They co-operate, share and take turns. Children behave well at all times and show consideration and respect for property and each other. They take turns when playing skittles and are keen to share resources, such as crayons, when colouring in pictures. They form positive and respectful relationships with each other and adults. Overall, children are happy and secure at school.
77. The quality of teaching is good. The teacher encourages children to use their initiative in solving problems and seek help only when it is needed. This is evident in the literacy and numeracy sessions when independent group activities are set. The teacher provides discussion opportunities in a circle, and encourages children to think for themselves, and this develops their self-esteem considerably.

Language and literacy

78. Children make satisfactory progress in language and literacy. They are on target to attain the expected standards by the time they are five. They enjoy listening to stories such as, 'The Crow and the Pitcher' and 'Noah's Ark'. They are generally attentive and respond appropriately to instructions. Opportunities are provided for children to talk about their experiences and develop new vocabulary, for example a 'veterinary corner', where interaction is supported through the use of role-play. Most children gain satisfactory control in developing early writing skills. They write their own names unaided. Children handle books carefully and treat them with respect. They begin to associate sounds with words and letters, and the higher attaining children recognise a few words. Children undertake a range of activities related to literacy, and this effectively promotes the development of early reading and writing skills.
79. The quality of teaching is satisfactory. Teachers make valuable use of extra adults to work with children. They have taken care with the introduction of the National Literacy Strategy and this is making a significant impact on the quality of children's learning of language and literacy. Teachers make consistent use of assessment procedures to record children's progress and this provides valuable planning information for future lessons. Good progress is made when adults work with small groups or on a one-to-one basis to give children individual attention.

Mathematical area of learning

80. Children's progress in mathematics is satisfactory overall. They are on target to attain the expected standards by the time they are five. Most children match, sort and count, using everyday objects. They confidently count to ten and some children can count further. Many recognise basic shapes and gain some knowledge of capacity and weight from practical experiences with sand and water. Some

older children describe objects by position, shape, size, colour and quantity. They begin to understand mathematical phrases of comparisons such as, 'bigger', 'smaller', 'longer' and 'shorter', and use them correctly when working with large and small construction equipment and jigsaws. The majority of children, by the time they are five, recognise number symbols make accurate representations and write the number symbols correctly.

81. The quality of teaching is satisfactory. Mathematical concepts are effectively supported through practical activities such as playing number skittles. Opportunities for practical activities are generally well planned as part of introduction to the numeracy hour. However, young children lose their interest and concentration when the teacher's initial input is sometimes too lengthy and tasks that are set are too formal. In general, the teacher provides sufficient opportunities for higher attaining children to develop their knowledge and understanding of how to solve simple problems involving addition and subtraction, and use vocabulary such as, 'add one more' or 'take one more away', 'how many altogether?' and 'how many left?'.

Knowledge and understanding of the world

82. Most children are making satisfactory progress in knowledge and understanding of the world. Children undertake role-play in the 'home corner' and are supported in their understanding of the idea of families. They talk about the weather and the blossoms in spring. They participate in a number of water-related experiments to investigate, for example, how to raise the water level in a jug, and solve problems such as how to cross a swamp. Children have opportunities to explore with everyday objects of interest. They learn about properties of materials and 'floating' and 'sinking'.
83. The quality of teaching is satisfactory. Teachers respond positively to children's questions through appropriate interventions and explanations. There are opportunities for children to make imaginative models out of Lego and Mobilo and a suitable range of constructional toys, but opportunities for children to select from a variety of reclaimed materials to make imaginative models and develop skills, such as cutting, joining, folding and building, are limited. Cooking sessions, offering useful opportunities for children to observe changes to ingredients and apply their senses, are not a regular feature. Most under-fives demonstrate limited computer skills that are below those expected for their age. They are, however, slowly developing the use of the mouse to move items on the screen.

Physical development

84. The overall progress in the physical development of all the under-fives is satisfactory. The outdoor provision is limited because of the lack of large outdoor equipment. The small outdoor resources are unsatisfactory in range, quantity and quality. This limits children's development of fine and gross motor skills. The absence of an outdoor climbing frame restricts opportunities to experience balancing, swinging, climbing, jumping and landing. In their regular physical education lessons in the hall, children move imaginatively and safely, demonstrating satisfactory body control and awareness of space. They use construction toys and malleable materials with appropriate tools, and demonstrate reasonable hand and eye co-ordination.
85. Teaching is satisfactory. Lessons for physical education are suitably planned with clear learning intentions. The activities include both individual and pair-work. These are sufficiently adapted to children's interests and abilities. The teacher uses praise to good effect and manages children skilfully in lessons.

Creative development

86. Most children show satisfactory progress in all areas of creative learning. They experiment with paint and use their observations, imaginations and feelings to create pleasing results. They are given opportunities to explore colour, texture, shape and form, through working with a wide range of materials to create a collage. Opportunities are planned for children to explore sound and use percussion instruments. Teachers carefully build on children's responses, encourage new ideas and lead children to express these through art and music.
87. The overall provision for the under-fives is satisfactory and since the previous inspection the school has continued to lay good foundations for children's learning.

ENGLISH

88. Standards are in line with the national averages at the end of both key stages. Pupils with special educational needs and those with English as an additional language make good progress, so that by the time they are 11, they achieve levels above those expected nationally in reading and satisfactory levels in speaking, listening and writing. Average and higher attaining pupils make sound gains in their learning in relation to their prior achievement in Key Stage 1, and good gains in their learning in Key Stage 2 because the quality of teaching of the literacy hour is better in Key Stage 2. Lower attaining pupils in both key stages make sound gains in their learning.
89. Results of national tests in the last three years indicate a decline in results for reading in Key Stage 1, although they remain above those for similar schools and in line with the level expected nationally. However, the numbers of pupils achieving higher levels were well below the national average in 1999. In writing, standards have been in line with those expected of all schools, except in 1999, when they fell to below the nationally expected level but in line with those for similar schools. In Key Stage 2, results over the last three years are broadly in line with the national trend and in line with the average for similar schools. In 1999, the number of pupils achieving higher levels was above the average for similar schools. There is no significant difference in the achievement of boys and girls.

Speaking and listening

90. Standards of speaking and listening are in line with those expected nationally at both key stages. Pupils come into school with satisfactory abilities in this area and make sound progress overall throughout each key stage. There is no specific policy to develop speaking and listening but teachers use questioning skills well and introduce new vocabulary and grammar into their work systematically and this extends and improves pupils' knowledge, thinking skills and comprehension well. Pupils make good progress in Year 2, in the Years 3/4 class and in Year 6. Progress is weaker in the mixed reception/Year 1 classes and Year 3, where verbal prompts and the use of classroom assistants to support pupils of varying ability, are not used well enough to enable pupils to make good progress.
91. In Key Stage 1, pupils improve steadily in their ability to ask and answer questions, and by the time they are seven, they can speak fluently, clearly and confidently about their work and explain how they have reached certain conclusions. They listen well to their teacher can identify similar sounding phonemes, for example "ph" as in "f", and can rhyme words and identify another way of representing "ee" sounds. They recognise the need for expression and style in speaking to convey messages effectively.
92. By the time pupils are in Year 6, they speak and listen with increasing confidence in lessons and in less formal settings. Pupils of average ability identify first and third person and explain their meaning, and understand the meaning of adjectives and verbs. Lower attaining pupils are sometimes less confident and take longer to understand and explain the task. Higher attaining pupils respond quickly, suggesting adjectives and adverbs in the style of the book they are reading in class. Pupils explain their feelings, and understand the concept of grief. For example, in a Years 5 and 6 class, pupils responded to a class text by saying: "I felt distressed to think that the children spent a long time on their own". Pupils identify which words are colloquialisms and which are not. They discuss a variety of topics and imagine the points of view of different groups of people and how those people might express them. By the time they are in Year 6, pupils' speaking and listening skills give them a good basis for literacy skills, and they have an increasing awareness of how to adapt the way they speak and present themselves in different situations.

Reading

93. Standards in reading are above the expected level in both key stages for the majority of pupils. Pupils in Year 2 make good progress in relation to prior attainment, and this is because additional support is well used to ensure that pupils of all abilities are able to make progress. Support staff regularly hear pupils read. Pupils' improving speaking and listening skills support their ability to predict what the text says and they benefit from the school's good use of the policy for teaching literacy throughout the school. Pupils know the language of books and begin to recognise the difference between the spoken and written English. The majority of pupils identify like-sounding phonemes and write them down or demonstrate them to the class. They understand the difference between fiction and non-fiction and use several strategies to establish meaning from text. Higher attaining pupils read fluently and accurately, they use print in books, or computers, to find information and are clear about their likes and dislikes. Lower attaining pupils read simple texts accurately, they usually explain the meaning from the text and read with increasing accuracy. Pupils benefit from the support of parents who visit

the school to hear reading, and from the extra help given by support staff. Pupils with English as an additional language make good progress because they are well supported by the headteacher in conjunction with the Ethnic Minority Travellers Achievement Grant staff.

94. By the time pupils are in Year 6, their standards of reading are above the expected level. The majority of pupils understand a wide range of texts, either when using them as sources of information, for example, in geography and history, or when explaining the sequence of events in a story during explanations of their emotional response to the different characters and the effect the language and style of the book has upon them. Higher attaining pupils extract information carefully to support their views in a variety of situations and read and understand information quickly and easily. For example, they locate information in texts when referring to character descriptions. Lower attaining pupils find selecting information more difficult and read at a slower pace, however, the majority read fluently and independently.

Writing

95. Pupils' standards in writing are broadly in line with expectations by the time they are seven. Their progress is inconsistent, however, and they make rapid progress in Year 2 in response to high teacher expectations, the good use of text work to meet the needs of all pupils and effective use of the literacy strategy. The pupils' improving skills in speaking and listening and reading provide a good basis for the content and amount of their writing. Their handwriting is satisfactory, although some pupils do not write in a cursive script. Most use capital letters and full stops correctly. However, spelling and general punctuation are weak, and this is recognised by the school as an area for development.
96. By the time pupils are in Year 6, standards are in line with the national average. The majority of pupils can explain the views fluently in writing and use a variety of styles. Their spelling and punctuation is still below the expected levels, but handwriting is good because in Year 3 there is a high insistence upon letter formation using cursive script, but this is at the expense of teaching grammar, spelling and punctuation. The majority of pupils begin to use grammatically complex sentences and use vocabulary adventurously. Higher attaining pupils have good spelling and punctuation and express themselves in writing fluently and imaginatively in a variety of styles, depending on the purpose of the writing. Lower attaining pupils write less fluently and make more errors in punctuation and spelling, but their grammatical structures are usually correct. Pupils' skills in word processing are satisfactory overall. They know how to use the library and many go to their local library as well.
97. Achievement in Key Stages 1 and 2 shows that pupils make inconsistent progress but are able to make good progress in the Year 2 class, in the Years 3/4, 4/5 and 5/6 classes and in Year 6. This is because of high teacher expectations and rigorous implementation of the literacy strategy. The progress of lower attaining pupils, younger pupils and those with special educational needs and English as an additional language, is weaker when tasks have not been sufficiently explained to them and are too difficult. This causes these pupils anxiety and slows their progress because they are not using their time well and teacher intervention is limited. There is a lack of writing frames provided for the pupils and, on occasions, pupils look at a clean sheet of paper without writing anything. Progress is satisfactory in Key Stages 1 and 2, with good progress in Year 2. Pupils with special educational needs and those who have English as an additional language make good progress towards their targets.
98. Pupils' attitudes to the subject are good. They are keen to take part in all activities and are eager to learn. Pupils' attendance at the English club after school, where they have the opportunity to take part in drama, is high. Pupils speak with enthusiasm about stories and poetry and have strong likes and dislikes. They like the school library and are proud of it. They work well together and share equipment carefully. The behaviour of the majority of pupils is generally good. However, there is a small, but significant, number of pupils throughout the school who cause disruption in the classroom by demanding attention and wasting time for others, and this spoils some lessons.
99. Teaching is sound in Key Stage 1, with the exception of the Year 2 class where it is good, and good in Key Stage 2. However, whilst there is evidence to suggest that this is having a positive effect on pupils' short-term progress, it has not yet fully embedded on raising levels of attainment so that they are above national averages because there are inconsistencies in the quality of teaching across year groups. In Key Stage 1, good features include very good presentation by the teachers, good planning and pace and very good subject knowledge. Where teaching is weaker in the reception/Year 1 class and in Year 3, expectations are too low generally, but particularly so for higher attaining pupils. Punctuation and spelling are not taught rigorously enough for some Year 2 pupils and occasionally

work is too difficult for children of reception age sharing a class with Year 1 pupils. In Key Stage 2, most teaching seen during the inspection was good or very good. However, judging from the analysis of pupils' work, teaching is usually satisfactory in Year 3, and is good in the other classes. Teaching is very good where teachers deliver the lesson at a good pace and have set suitably challenging but accessible tasks for pupils of all abilities. Where it is weaker, teachers have lower expectations of higher attaining pupils and less well-established knowledge of the literacy strategy. Occasionally, tasks are too difficult for pupils with special educational needs or English as an additional language. Displays are generally very well presented.

100. The management of the subject is very good and has been well supported by the whole senior management team. The literacy co-ordinator has been in post for eighteen months and has worked very hard and successfully to raise standards in English by developing teachers' knowledge of the requirements of the literacy hour, developing resources and supporting colleagues throughout the school. Monitoring has taken place and this has helped to raise standards and awareness in teaching and in the implementation of the literacy hour. The result of monitoring has ensured that teachers effectively implement the use of literacy across the curriculum, and this is helping to raise standards. The literacy co-ordinator has had to work very hard at changing some of the attitudes of staff in adapting their teaching styles to the demands of the literacy hour. She has been successful because of her effective practice in the classroom and her positive attitude towards the anxiety of some members of staff.
101. The school's strategy for developing literacy is good and gives pupils better access to a wide range of topics throughout the curriculum. Assessment is very good and is very well used to forecast areas for development, and to recognise the reasons for strengths and weaknesses in pupils' achievements.
102. Resources are good, apart from information technology where they are limited, and used well. An audit of fiction and non-fiction books has recently been carried out and many new purchases made. The library is an attractively presented area, and it is well catalogued and stocked and includes a satisfactory range of materials for multi-cultural education. The good quality resources contribute to the attainment levels pupils achieve.
103. Pupils' standards of reading and handwriting have improved since the previous inspection, and the standard of teaching has improved from satisfactory to good in Key Stage 2. As a result of this, pupils make good progress overall in Key Stage 2. Homework is used effectively to support pupils' learning.

MATHEMATICS

104. The results for 1999 National Curriculum tests for seven-year-olds indicate that standards in mathematics are well above the national average and for schools with similar characteristics. The results of 1999 tests for 11 year-olds indicate that the proportion reaching the expected standards of Level 4, was below the national average, but the percentage attaining higher levels was close to the national average. The school fell short of its target for 1999. This is because there were weaknesses in pupils' understanding of mental operations and problem solving. When compared with similar schools, pupils attain standards that are close to the average for similar schools. Over the last four years, the mathematics' standards in Key Stage 1 were above the national average and close to the national average in Key Stage 2. An analysis of results shows that boys and girls in both key stages have maintained broadly similar positions in the last four years. The previous inspection in 1996, reported below average attainment in both Key Stages 1 and 2. The current inspection findings reflect the improving standards in mathematics. Pupils' overall standards of attainment in both key stages are above the national averages. The targets set in agreement with the local education authority are realistic and on course to be met or exceeded.
105. This encouraging improvement seen during the week of inspection and since 1999, is a direct result of the successful measures taken by the school to raise attainment, such as the improved procedures of assessment to inform planning and the effective monitoring of teaching. A thorough analysis of the test results as well as the results of the optional testing at the end of Years 3, 4 and 5, highlights pupils' strengths and weaknesses in the subject and is carefully used to set targets for individuals. The school's successful implementation of the National Numeracy Strategy is impacting well on standards particularly in mental arithmetic and algebra. Pupils' good skills in numeracy make a positive contribution to their attainment and progress in other subjects. Pupils' skills in numeracy make a positive contribution to their attainment and progress in other subjects. A scrutiny of pupils' work in books and on display shows examples of pupils' number work in all relevant subjects. For example, representing simple data in science, co-ordinates in geography, and skills of measurement

applied in design and technology.

106. Pupils' progress over their time in school is good in both key stages. Suitable emphasis is placed on application of knowledge and rapid acquisition of numeracy skills. Pupils with special educational needs and those with English as an additional language, make equally good progress. Their progress accelerates where tasks are closely matched to individual stages of development and learning can proceed in progressive, manageable steps. This is especially evident in Years 2, 3/4, 5 and 6. Pupils' average attainment of basic number skills on entry is steadily built upon as they move through the school. Older pupils in the reception class make good progress in counting sets of objects accurately to 20 by rote, recognise and write numbers one to 10 in correct order and sequence objects by size accurately. Pupils in Year 1 show developing understanding to solve simple problems. They write numbers correctly, and in order, beyond 20, recognise simple coins and their value and think of different ways of making up 10p. The majority of pupils confidently recall addition and subtraction facts to 10, while some higher attaining pupils continue up to 20 and beyond. In Year 2, pupils consolidate previous learning and understanding of number in their mental calculations, for example, multiples of five and 10. Their confidence is built on as they are given tasks well matched to their ability. They accurately recognise simple relationships and patterns and identify halves and quarters in numbers and shapes. They confidently apply their knowledge of counting money when 'buying' at least three items and working out change from £1. Most pupils confidently recall addition and subtraction facts to 20, while some higher attaining pupils continue beyond 20, showing a developing awareness of place value of digits and accurately order numbers to 100. Pupils have an adequate knowledge of two and three-dimensional shapes. Their skills of measuring length are developing well and many become increasingly confident at explaining their work. Simple computer programs are available but not used to consolidate number skills and extend pupils' learning, especially in data handling. Pupils develop their mathematical vocabulary, for example, 'more than', 'less than', 'odd', 'even', 'the longest' and 'the shortest', and learn to use this vocabulary accurately in their work.
107. Pupils continue to make good progress in Key Stage 2. By the age of 11, they demonstrate developing mental mathematical skills. The combination of a well-structured numeracy hour, together with good teaching, has a positive impact on pupils' attainment in number. Pupils use their knowledge of times tables effectively when solving problems and have understanding of place value in numbers up to 1000. The majority of pupils in Year 6 understand fractions, decimals, averages, percentages and their equivalents. They use vocabulary such as 'numerator', 'denominator', 'halves', 'quarters' and 'equivalence' accurately. Pupils learn to calculate areas of right-angled triangles, rectangles and squares. Through their regular mental and oral sessions, pupils learn suitable strategies for problem solving and investigate numbers using methods such as 'partitioning' of numbers. Most Year 4 pupils demonstrate developing competence in learning to interpret data of bar charts and line graphs, graduated in 10s and 20s. Year 3 pupils show good understanding in their ability to work with larger numbers and checking calculations using 'reversibility' with understanding. Pupils understand how to use and interpret simple data. Year 6 pupils investigate different types of graphs but do not make sufficient use of information technology for data handling. When constructing models and using shapes and measures, pupils draw angles to the nearest degree and make sensible estimates of a range of measures in relation to everyday situations.
108. Pupils' attitudes to mathematics are good. Throughout the school, pupils are generally very well behaved in their lessons and have a positive attitude to their work. They persevere and approach the tasks with good interest and enjoyment. Most adopt good work habits and collaborate well in pairs and groups. Presentation of work is generally satisfactory. Most pupils apply themselves well to their task
- and are willing to ask questions and communicate what they have learnt. Relationships are very good and promote effective learning.
109. The quality of teaching in mathematics is mainly good in both key stages. It is very good in more than 50 per cent of the lessons and was excellent in one lesson seen in Year 6. Most teachers have good knowledge of the subject and high expectations of work and behaviour. They use good teaching methods and effective organisational strategies. In the excellent lesson, the teacher provided brisk pace, a clear, shared purpose and used tasks and questioning well matched to challenge pupils' thinking. This enabled pupils to make good gains in their learning, especially in mental mathematics and problem solving. In the good lessons, teaching approaches include: effective exposition, good quality discussion and opportunities for consolidation and practical work. Introductions to lessons are often lively, teachers use questioning to good effect and manage the pupils very well. In most lessons, teachers' day-to-day assessment of pupils' work identifies where pupils need to improve.

Marking is generally positive, and regular. Teachers use assessment to inform future planning of pupils' work, and effectively relate their findings to the levels in the National Curriculum. For example, in the Year 4/5 class, the teacher made very detailed evaluations of her pupils' understanding of line graphs, and prepared suitable work for those pupils who struggled to understand the concept. An unsatisfactory lesson in Key Stage 1 was characterised by the lack of effective planning, organisation and suitable match of work to pupils' different abilities. All teachers set a suitable amount of homework to extend what is learnt in school and this helps to consolidate pupils' understanding. Teachers' planning is thorough and detailed, including clear intentions supported by well-prepared resources. This is a contributory factor to the good rates of progress that pupils make because pupils are aware of what it is that they are trying to learn and can match up what they achieved during the lesson to the stated objective in the well-planned plenary sessions.

110. The mathematics curriculum is broad and balanced. The school has adopted the nationally recommended schemes of work to provide an overview of expectations in all aspects of mathematics. Teachers also use published schemes to guide them. There is, however, an over-reliance on pre-prepared data, which to some extent limits the breadth and the range of 'hands on' experience opportunities most necessary for data handling in Key Stage 2.
111. The school has made good strides towards raising standards, and the successful implementation of the numeracy strategy is a move in the right direction. Most teachers are carefully following its structure and have been instrumental in raising standards. The co-ordinator is hard working and enthusiastic. Mathematics has been a focus for development. Results of the school's own assessments are analysed and used to set individual targets. There are good systems for monitoring pupils' attainment and progress as they move through the school. A portfolio of pupils' work assessed against National Curriculum levels is in place to guide teachers. The end of year reports show what pupils have achieved and generally identify what they need to do next. There are good resources effectively organised for ease of access. Each classroom is equipped with a range of basic practical equipment. The leadership and management of the subject are very good. The deputy headteacher has worked very hard at using performance data to raise standards.
112. Since the previous inspection, the school has made good progress and has successfully raised standards at the end of both key stages due to the implementation of the numeracy strategy, very effective leadership and management of the subject, and very good use of assessment to inform planning.

SCIENCE

113. Teacher assessments for 1999 for Key Stage 1 indicate standards to be in line with national averages. The results of the 1999 Key Stage 2 tests similarly show standards to be in line with national averages. Inspection findings show standards at the end of Key Stage 1 are above national averages. The school has been successful in raising levels of achievement but has yet to address the inconsistency in achievement throughout the key stage. The most able pupils at this stage do not always gain the higher National Curriculum levels as teachers inconsistently plan for more challenging tasks for these pupils. Inspection findings show standards at the end of Key Stage 2 to be above the national average. This represents very good progress in raising standards over the last four years.

114. By the end of Key Stage 1, pupils make good, but inconsistent, observations in their studies of life and living things. They have good observational skills, for example, of flowers and pond life. They clearly label diagrams correctly and give bullet point descriptions. Younger pupils in the stage use computers effectively to record and chart the varied mini-beast population in local habitats. The most able pupils at the end of the stage independently research mini-beasts and make good progress in compiling keys to classify various attributes. Other work shows good progress in writing-up science experiments. Pupils study the concept of sound travelling via drumbeats, the effect of light on plant growth and the pathways of electrical currents in a circuit. Other work has very good connections with health-related issues. Pupils keep food diaries to understand the association with health living. They use appropriate subject-specific vocabulary when describing the role of genes in growing and the need for oxygen when exercising. Pupils with special educational needs make very good progress overall. They learn and understand the terms 'pupae' and 'chrysalis' in a well-structured lesson that uses video and photographs to show the stage of development of a butterfly. In another lesson pupils make very good progress when orally explaining the reasons why there is a need to check the magnetic qualities of button in the manufacturing industry.
115. By the end of Key Stage 2, the majority of pupils have made very good progress in predicting the outcomes of a wide range of scientific experiments. When testing the strengths of buttons and materials they show a good understanding of fair testing and the need to alter variables to obtain a range of results. The higher attaining pupils have very good vocabulary associated with the National Curriculum 'materials' Programme of Study. They hypothesise well the reasons for some unexpected results. Other pupils have a sound understanding of air resistance in a carefully constructed experiment to show flight patterns of paper spinners. However, they do not receive clear writing guidelines to help them explain the change in the results of their experiments. Younger pupils in the stage have a good understanding of the life cycle of plants. They identify four main methods of seed dispersal through good observations. Other Key Stage 2 pupils brainstorm the impact of exercise on the pulse rate. By using charts to plot results they make good comparisons and identify trends in results. Their knowledge of the role of muscles in human movement is improved as a result of computer research on the human skeleton. Skills of literacy and numeracy are well applied in both key stages. Throughout both key stages, pupils make good gains in their learning in relation to their prior attainment. Pupils with special educational needs, those with English as an additional language and higher attainers, are given tasks that are appropriately matched to their abilities and they are challenged into applying what they have learned in literacy and numeracy to work undertaken in science lessons.
116. Pupils have good attitudes to learning. They persevere in doing their best and are keen to work collaboratively when discussing their experiments. They plan experimental frameworks well, and in plenary sessions evaluate their results constructively.
117. The quality of teaching is good and often is very good. High levels of subject knowledge enable teachers to ask challenging questions especially via investigative tasks. Good links are made with the literacy and numeracy programmes with regard to writing up experiments and analysing the results. This enables pupils to consolidate what they have learnt in literacy and numeracy and apply these skills to a variety of different contexts. Lessons are consistently well planned throughout the school. Teachers give tasks that are relevant to the age and abilities of the pupils, although further extended activities are needed to improve the rate of progress for some higher attaining pupils at Key Stage 1. The school has made very good progress in identifying a consistent framework for developing scientific experiments. The good quality teaching, demonstrated by effective questioning in both key stages, has a positive effect on pupils' thinking skills. Lesson structures require pupils to plan, write and summarise a range of findings. Teachers give pupils opportunities for independent learning. As a result, pupils make good progress in their understanding of fair testing and the alteration of variables to compare a range of results. Teachers' assessment has significantly improved since the previous inspection. Teachers are aware of the differing ability levels and planning indicates clear teaching objectives linked to previous learning. As a result, pupils with special educational needs and English as an additional language, build effectively on previous knowledge and understanding. In some classes observed, a significant minority of pupils have difficulty in concentrating for acceptable periods. Requirements to make individual and close observations of a range of scientific phenomena are spoilt by this lack of focus and poor behaviour. Teachers have limited strategies to deal with the behaviour of these pupils.

118. The management of the subject is very good. The co-ordinator has a clear vision for science and has evolved systems that have brought about whole school improvements. She has received very good support from the senior management team in developing this role. The good improvement since the last inspection has centred on effective monitoring systems which has allowed the school to identify strengths and weaknesses and to act accordingly. A change in approach to teaching experimental work has a significant impact in raising standards. Very strong links with local industry has also raised the standing of science and levels of pupils' motivation. As a result of these links the school has developed an excellent environmental study area which enables pupils to make very good progress when for example studying pond-life. Another link enables older pupils to copy industrial experiments and to talk of the commercial impacts of such work. Monitoring has yet to consistently identify the differences in teacher delivery and to share fully the strengths and weaknesses throughout the school.

ART

119. Attainment in art is above the levels expected for pupils' ages in both key stages. By the time pupils are seven they use colour well and know how to mix paint to achieve different effects, make pictures from different fabrics, pulses and other materials, and paint pictures in the style of great artists, such as Matisse when they consider carefully the effects of putting different colours next to each other. Pupils design pictures to represent the sea and use their knowledge of weaving and a wide range of materials to choose different surfaces, such as thin foam rubber for the sand. They use scissors, paint brushes and other equipment carefully and accurately to achieve the desired effect. They use the effects they learn in their paintings successfully, for example in the van Gogh picture "The Cornfields" and in paintings of the sea created after listening to "Fingal's Cave". The standard of drawing is good, and pupils show an awareness of line and movement at an early stage.
120. Throughout Key Stage 2 pupils make good progress, and their skills in drawing, painting and in particular their observational skills develop well. For example, pupils in Year 6 make very good drawings of mannequins in a lesson where proportions of the body have been drawn to their attention. They learn a wide range of techniques, such as printing using rollers, making sculptures from mod rock and complex collage. They use a range of information technology programmes to extend their knowledge and experiment with line and colour. Their knowledge of art and artists is good.
121. Progress is good throughout both key stages, and pupils build well upon previous knowledge and skills, particularly in drawing and observation. This is shown through lessons observed and is clear from the scrutiny of work, not only in art as a specific subject but also in other subjects such as history and geography. Pupils with special educational needs and with English as an additional language make good progress towards their language targets through the art activities that teachers plan for them.
122. Pupils' attitudes to the subject and their behaviour are good. They enjoy discovering new effects, such as using rollers when printing, or making rubbings and moving the card under the paper. They show pride in their work and are happy to talk about it. They show good levels of independence in making choices and asking sensible questions, and generally work at a satisfactory pace. The majority of pupils remain on task throughout because teaching is interesting and relevant. There are a few pupils throughout the school who have persistent behavioural difficulties and they distract others.
123. Teaching is good throughout both key stages. Teachers have sound subject knowledge, and their planning, organisation of resources, knowledge of the curriculum and teaching pace is good. They use the scheme of work very effectively throughout the school so that the work they present allows pupils to develop skills, such as the use of colour, weaving or printing steadily as they progress through the school. The management of the behaviour of the small but significant number of pupils with emotional and behavioural problems is not always addressed consistently or well and this reduces the effectiveness of teachers' work. The quality of display is high, and the use of the school's policies for literacy and numeracy in the subject is good. Pupils are encouraged to describe the effect that colour has on viewers, and how the placing of significant objects in van Gogh's paintings denote aspects of his personality.
124. The subject is well co-ordinated and managed. The scheme of work is clear and very helpful to teachers so that knowledge and skills are developed consistently throughout the school. Planning is monitored to ensure that different elements of the curriculum are covered. The curriculum is good and pupils' knowledge is extended through many visits, and uses of artistic skills and knowledge in other subjects.

125. Resources are good. They are audited regularly and are well managed. The school has improved its provision for art since the previous inspections and pupils' standards of attainment have risen as a result. Books on the lives of great artists are used in lessons and this improves pupils' skills of literacy as they develop understanding of how past experiences can shape character and personalities.

DESIGN AND TECHNOLOGY

126. Due to the arrangement of the timetable, only two lessons in design and technology were observed during the time of the inspection. Judgement on pupils' standards of work and progress across the school have been made by scrutinising samples of work and talking to pupils and members of staff.
127. Pupils in both key stages generally make satisfactory progress and achieve well in relation to their prior attainment. At Key Stage 1, younger pupils learn to use simple tools to cut paper. Most pupils handle scissors with increased skill and use paper, glue and stapler to join and make three-dimensional models. As part of their project, Year 2 pupils make puppets out of felt and effectively learn to shape the fabric and apply sewing techniques for joining materials. They also design and produce weaving patterns with colours of their choice. However, they are not always sufficiently encouraged to assess and improve the quality of their completed products and this, on occasions, restricts pupils' rates of learning because evaluations of work are not rigorous enough to have a significant effect on learning. There is insufficient emphasis on younger pupils in Key Stage 1, developing their knowledge and skills in the planning and design aspect of the subject. Little use is made of food technology for the youngest in Key Stage 1. At Key Stage 2, pupils confidently generate ideas but do not always produce more than one design. An example of a design for cranes represents a drawing only and lacks accuracy of design involving measurements and detail of materials and procedures for making. Year 3 pupils find out about designing and making moving machines using syringes and tubes. Year 4 pupils have previously planned and designed purses, using a variety of materials and fastenings. They learn new vocabulary such as, metal clips, Velcro, and press studs. Some of the finished models are of a good quality, for example the 'merry-go-rounds', made by Year 6 pupils. Pupils work with different materials to acquire skills such as cutting, shaping and joining. They give appropriate attention to safety, neatness and detail, for example when decorating the finished product.
128. There are good examples of pupils involved in designing features as part of the school's playground development project. Design and technology work is well linked to the use of mathematical skills of measuring. In the models examined, pupils successfully use plans to ensure quality product that looks like their own design. The use of information technology in the designing and making processes is limited. However, several examples of the use of computers were seen during the week of inspection. For example, in class 3 in Years 1/2, pupils designed Joseph's coat of many colours. Pupils with special educational needs and English as an additional language make progress similar to the others. Most evaluations form part of group or individual discussions only. Pupils do not record evaluations of finished products against their designs, although several examples of both computerised and hand-written evaluations were seen on display in Key Stage 2.
129. Evidence shows that teachers' knowledge is barely satisfactory because the skills required are not being taught in a structured way and there are inconsistencies in the standards of work seen. Examination of models on display suggests that some teachers take sufficient time to teach correct techniques and appropriate vocabulary. Teachers follow a detailed scheme of work that helps them with their planning, and this ensures that pupils attain levels expected for their age at the end of both key stages. Pupils are guided effectively in their choice of materials and techniques, as a result, they make sound progress in acquiring craft skills. The attitudes and response of pupils towards learning are satisfactory. They enjoy design and technology and work collaboratively in pairs and small groups. They bring their own ideas and skills well to the tasks. They work hard and take pride in the finished product.
130. The co-ordinator has clear direction for the subject and secure subject knowledge. The school has recently adopted the national guidance in design and technology. Resources are good in range and quality. The available resources are centralised and also made available in the classrooms. This

ensures that pupils have a wide choice in the resources that they use and that they identify fitness for purpose. Since the previous inspection the satisfactory provision has been maintained.

GEOGRAPHY

131. In geography, pupils attain appropriate levels for their age throughout both key stages. By the age of seven pupils understand how to draw a map using keys and symbols, are able to identify aerial views, and reconcile that knowledge with photographs from long ago when considering a map as a representation of the area. This builds on previous knowledge, starting in the reception class, when children learn to follow different directions by following a string attached to the wall, and instructions from the written and spoken word as they walk round the school. Pupils have a sound understanding of appropriate geographical vocabulary, become aware of places beyond their immediate locality and study the area around them. For example, after a trip to Beverley Minster, pupils can identify timber-framed buildings, a font and stained glass windows. They use computer programs, for example, to design towns by using symbols.
132. By the time they are 11, pupils consider environmental issues and draw on other skills they have acquired, such as literacy, drawing skills and information technology to present their case. For example, pupils go out on a field trip to make a map to scale, and consider the effect of building a fly-over at local traffic lights, after they have considered a variety of interests of different groups in the community, and the effects that changes would make on their lives. This builds on previous work of map-making and the awareness of different localities and environmental issues. Pupils have a good understanding of how people both improve and damage the environment, and that people hold a wide range of views. They are beginning to ask a suitable range of geographical questions but need to develop their knowledge further to explain their own views with greater clarity. They are aware of the scale of maps and have studied different areas of the world, for example St Lucia, so that they understand similarities and differences, such as temperature range and rainfall.
133. All pupils, including those with special educational needs, English as an additional language and higher attainers, make satisfactory progress throughout the school. They build steadily on previous skills and knowledge, for example, in devising and understanding maps, differences between localities and the effect people have on the environment. Their pace of progress reflects the limitations of their vocabulary, and teachers' expectations of higher attaining pupils. Pupils with special educational needs and those who have English as an additional language make good progress towards their literacy targets in geography because teachers ensure that tasks are well planned to support their learning.
134. Pupils' attitudes to geography are good in both key stages. They are very interested in the information provided by teachers, work together very well and are keen to discuss their work. They handle equipment carefully and display an improving level of independence in their work. Sometimes they are a little slow to start their work, but once they have begun, they work steadily to produce a satisfactory amount of work. Their behaviour was good in the lessons observed.
135. Teaching is sound. Teachers' subject knowledge is satisfactory and their planning is good. However, expectations of higher attaining pupils is not always high enough to raise standards in the subject further, and occasionally the pace of lessons is a little slow. Teachers' knowledge of the requirements of the National Curriculum Programmes of Study is good, and this is supported by the scheme of work. Teachers' use of numeracy, literacy and information technology is good and helps pupils to express their knowledge while improving their basic skills.
136. The subject is well managed. Teachers' planning is monitored and pupils' progress is assessed regularly through a well-documented skills sheet. This is having a positive effect on raising standards. The curriculum is well supported by the many visits arranged by the school to places of interest and these inspire and inform pupils so that they understand their work better. Resources are good and well managed.
137. The school has maintained its sound standards in geography since the previous inspection.

HISTORY

138. The standards of work seen in history show that pupils' achievement is in line with that expected for their ages at the end of both key stages. The curriculum is well structured and appropriate links are made with other subjects, such as geography and religious education. Lessons are imaginative and good quality resources are used. However, pupils are inconsistently required to develop appropriate writing skills, this is because teachers do not provide appropriate writing frames in order to help pupils develop aspects of extended writing. For example, in Key Stage 1 in a history lesson seen, pupils were asked to describe various artefacts that they had handled. They struggled with this activity because insufficient prompts were provided for their writing. This resulted in them not being able to get on task and they consequently produced little work.
139. By the end of Key Stage 1 pupils have made sound progress in their interpretation of time lines, for example in studying the history of car designs. This is a good improvement on the previous inspection findings. Year 2 pupils make good progress in dating Victorian household objects, they describe their functions and understand the impact of technological change on household goods. Pupils are well motivated when observing historical artefacts. Lower attaining pupils talk excitedly of the use of a Victorian "dolly tub" and they make word lists to further develop historical literacy skills. The higher attaining pupils use writing insufficiently to describe their personal reflections and new found historical knowledge.
140. In Key Stage 2, pupils develop good research skills when learning about the cultures of Egyptian royal families. Personal writing reveals a feeling for the working conditions and religious beliefs of this period. Pupils give good accounts of life in post-war Britain. These include personal reflections on evacuation, rationing, the Festival of Britain and the coronation. Younger pupils in the key stage recount Victorian life through the work of Florence Nightingale and Lord Shaftesbury. They describe the impact that Sir John Fisher had on the Beverley area and understand the historical implications of finding fossils on the walls of a Beverley church. They make good progress in reasoning why the populations of Athens and Sparta developed different societies and cultures within the same country. Little teaching was observed, but a scrutiny of work shows that there are inconsistent teachers' expectations of pupils in developing a range of historical vocabulary through writing tasks. The Key Stage 2 study of Vikings shows good comparisons and interpretations of life through the eyes of a 'Brit' and a 'Viking', and appropriate comparisons are made with Anglo Saxons, Vikings and Romans.
141. Overall, the quality of teaching is satisfactory, but good teaching was seen in Key Stage 2 where the teacher challenged pupils into making connections between life during the First World War and that of today. This was effectively supported by the reading of challenging texts describing life during war time, which enabled pupils to come to terms with the hardships endured by people during those times.
142. The subject is well led by informed co-ordinators at both key stages. Teachers have access to a good range of resources, lesson themes and activities. These tasks are often supported by visiting guest speakers and visits to places of interest. Such a visit to the Eden Prisoner of War Camp improves pupils' understanding of prison conditions. Interactive drama workshops further enhance understanding of Anglo-Saxon lifestyles and the use of poetry and a visit to a bookshop highlights the use of historical vocabulary. Teachers' use of historical artefacts greatly improves pupil motivation and has resulted in excellently prepared classroom displays. Recently produced assessment sheets represent good improvement since the previous inspection and these allow teachers to make accurate judgements of pupils' achievements.

INFORMATION TECHNOLOGY

143. Since the previous report, the school has made good attempts to address issues and improve provision, through good intentions, realistic targets and action plans. The school has plans to set up an excellent resource of a network room with seventeen workstations of quality equipment.
144. The previous report made no judgement on standards due to lack of evidence, but highlighted weaknesses in planning work for different age groups progressively through the school. Pupils' attainment as judged during the inspection week, is below national expectations by the end of both key stages. The school has plans to enlarge its information technology resources with more machines and Internet facility. Currently, due to the lack of resources to fulfil information technology needs, teaching involves pupils in taking turns to complete a task with little extension work to help develop a more versatile range of skills linked to a range of National Curriculum subjects.

145. Other improvements include boosting the confidence and expertise of teachers through appropriate training, and support by the co-ordinator in teaching and developing the subject across the curriculum. The school is attempting to improve standards through a clear focus on planning and implementation of skills framework based on the national guidance in the subject. The new schemes of work ensure a good range of information technology opportunities for all pupils. Lessons in information technology concentrate on the basic skills and this is beginning to be effective. Computers are generally used in lessons and examples of computers supporting science, literacy and number, were seen during the week of inspection. However, the school has not yet developed strategies to assess and record pupils' progress with reference to the National Curriculum requirements. The co-ordinator is knowledgeable, enthusiastic, and very helpful to staff, but his monitoring of teaching is in the early stages of development.
146. Satisfactory progress is being made in the acquisition of knowledge and some of the skills in relation to pupils' prior attainment, but the lack of resources is a contributory factor to standards being below national expectations because pupils do not have sufficient hands-on experience. Pupils with special educational needs and English as an additional language make good progress. At the end of Key Stage 1, pupils have satisfactory knowledge of control devices and know that information can be recorded in ways other than written. They create simple sentences and recognise some of the features of word processed text. However, their skills to program control devices and use computers to classify information and create simple graphs are not sufficiently developed.
147. At the end of Key Stage 2, there are strengths in the way pupils are beginning to use word-processing and drawing skills. Some of the work in information technology is effective in developing language and literacy skills. For example, Year 4 explore simulations, 'Where in the world is Carmen Sandiego', and learn to scribe and make notes. Year 3 pupils learn to identify difference between CD-ROM and an encyclopaedia. They alter font size, but struggle to open and find programs or saved work. They produce repeating patterns. Some children watch a scanner being used and gain information as to its use. In Year 6 pupils were observed working on a paper exercise of designing a storyboard for a presentation. They witness examples of multimedia working via Power Point and web sites and acquire good understanding, but the practical application of the setting up of various programs is difficult for them due to the lack of resources. Most pupils understand the basic format of the computers and load appropriate programs with confidence. Year 5 pupils receive demonstration on how to use 'Information Workshop' database. Some examples of completed work indicates that most pupils use the keyboard and mouse competently to control the machine and to input data, then saving and printing the results as necessary. A few higher attaining pupils show good levels of understanding of computers and have the confidence to successfully explore new programs.
148. The quality of teaching seen during the week of inspection was satisfactory overall. As yet, this satisfactory teaching is not impacting as fast as it could on standards because pupils do not have access to sufficient computers. Teachers are currently concentrating on the basic skills of communicating, controlling and handling information. Teachers generally make effective use of computers in their classrooms. The ancillary helpers plan with the class teacher and are often deployed to work with individuals on relevant software. The information technology co-ordinator provides necessary support in order to raise confidence in the teaching of information technology. Good use is made of the audio visual aids available in school. The quality of learning is satisfactory. Pupils' attitudes towards information technology are positive. They enjoy using the computer when it is their turn, and work independently with suitable software, taking increased responsibility for their learning. Most pupils successfully share the control of the program when working in pairs. Most pupils behave well in whole-class lessons.
149. The teaching programme ensures year-by-year progression of skills. The co-ordinator regularly monitors teachers' planning and has full awareness of the needs of all staff. Many pupils in Key Stage 2 have benefited from participating in the 'Tesco's School-net 2000' project. This project enhanced their progress as, supported by their teacher, they had a chance to show their own work on an Internet web site. Since the previous inspection, the school has improved its scheme of work and the limited computers available are used in the classrooms, especially to support the teaching of literacy, numeracy and science.

MUSIC

150. Standards in music are in line with expectations of pupils' ages at both key stages. Throughout the school, standards are high in singing, but they are weaker in subject knowledge and composition, particularly in Key Stage 2. In Key Stage 1, pupils sing a wide range of songs. They sing in tune and

keep in time. They develop a good sense of pitch, rhythm and dynamic range and know the importance of singing words clearly. They recognise the spirit of the song, and naturally develop a sense of phrasing. By the end of Key Stage 1, pupils design their own symbols and perform their brief compositions well. They know how to appraise and improve the quality of their work, however, their knowledge of different instruments and composers is weaker because the planning is not sufficiently rigorously monitored by the co-ordinator and the co-ordination of the subject is barely satisfactory.

151. By the time pupils are 11, they sing in two and three parts and sing well, with good attention to words, phrasing, rhythm and pitch. Pupils play sound patterns by ear, improvise rhythmic and melodic patterns using a steady beat and create musical effects intentionally, such as the sound of the cuckoo. However, whilst their singing is good, their performing and composing skills are only average, and they have little knowledge of great composers or conventional musical notation. Although standards are satisfactory overall, they are not high enough, especially for the higher attaining pupils.
152. Pupils' progress in music is satisfactory overall but is good in singing. Progress in other aspects of music is slower in response to the content of lessons. Pupils with special educational needs and English as an additional language make good progress towards their individual targets.
153. Pupils' attitudes to music are good. They are very interested in their work, take pride in their singing and enjoy performing. They are self-critical and reflect on their achievements. They work well together and treat instruments with respect. Occasionally the behaviour of a small number of pupils with emotional and behavioural difficulties is difficult to manage, and this is very demanding for teachers, although usually they contain problems by keeping the interest of the class. Otherwise, the behaviour of the majority of pupils is good.
154. Teaching is sound. The school places considerable emphasis on singing, and provides singing lessons for each key stage separately. This is successfully led and managed by the co-ordinator. Each class has separate music lessons, led by the class-teacher, and these lessons are based on a commercial music scheme, comparatively recently introduced in its entirety to the school. This gives teachers a satisfactory basis for their planning and they use this effectively to deliver satisfactory lessons. Most teachers are less confident in their musical knowledge than in their knowledge of other subjects. Their expectations of pupils are not high enough, especially in teaching pupils about conventional notation, great composers and other musical knowledge. The use of information technology in music has not been introduced yet by the school. Classroom organisation is good, behaviour management for the great majority of pupils is sound, and literacy and numeracy are used well throughout the key stages. In assemblies, pupils are asked to reflect upon the words that they sing, such as 'The Lord's Prayer', and they know when to place appropriate emphasis on specific words. Visiting instrumental teachers provide valuable opportunities for pupils who wish to learn a string, woodwind or brass instrument, and their teaching is good.
155. The curriculum for music is satisfactory overall, but the co-ordinator has not developed opportunities for pupils to raise their standards in composition and knowledge, well enough for them to meet their potential. The introduction of the commercial scheme is satisfactory, and the school provides many good opportunities for pupils to hear live music and see instruments being played, as well as having access to individual instrumental tuition provided at school by visiting specialist teachers. The school has its own small orchestra, well supported by school staff, and this meets to practise every week after school and plays in acts of collective worship. This allows pupils to perform together and gives them confidence. The school also arranges for pupils to take part in singing festivals and competitions with other schools in the area.
156. Resources for music are good, except for the lack information technology software. The school has maintained satisfactory standards as identified in the previous inspection.

PHYSICAL EDUCATION

157. Standards in physical education are in line with age-related expectations and most pupils make sound progress, a judgement similar to the last inspection. In games lessons, the Years 4/5 class makes satisfactory progress in learning appropriate racket grips as an introduction to developing game rallies in tennis. Year 6 pupils make good progress in understanding the mechanics of athletics, such as the use of arms in sprinting and the leg actions in hurdling. All classes observed make good gains in understanding the importance of warming up prior to exercise; pupils' knowledge of the use muscle groups in movement is above average. All pupils receive a wide experience of activities, including games, gymnastics, dance, swimming and outdoor and adventurous activities.
158. Little teaching was observed during the week of inspection due to the timetabling of the subject. However, a scrutiny of teachers' planning reveals good levels of planning for lessons. A good scheme of work gives teachers a clear understanding of the skills to be taught in all discrete areas. Learning outcomes are identified and teachers use evaluations to improve pupils' performance. Staff have worked hard to develop new skills and have attended a number of training days. This was apparent in the lessons observed. Knowledge and understanding of the topics being taught is good and has a positive impact on pupils' learning in appropriate techniques. Teachers have good questioning skills and this often enables pupils to make assessments of their own and others' performances. All pupils enjoy lessons and respond well to collaborative work, self-assessment and team games. They work hard in tennis rallies and sprint relays. Lessons do not always have appropriate structure and organisation to maximise pupils' learning throughout. In a tennis lesson there was an absence of conditioned rallying, with tasks to ensure that progress is made in understanding the game context. Pupils are expected to experiment for too long. An athletics lesson had very good technical input by the teacher. However, it was organised satisfactorily, which meant that pupils remained inactive for too long and resources were not used appropriately to develop hurdling techniques. All pupils can swim 25 metres by the age of 11. Very good extra-curricular activities, such as badminton, which are led by enthusiastic staff and external helpers, are well supported by pupils.
159. The subject is well led by a knowledgeable co-ordinator. There is a well-developed scheme of work that underpins teachers' planning and assessment procedures. This is well supplemented by age-related learning objectives that ensure a certain amount of progression of skills and understanding as pupils move through the school. The implementation of the policy for physical education, accompanied by monitoring of outcomes, has been a major factor in recent improvements made. The wide range of equipment is very well stored and organised to make lessons more efficient. The school uses these resources as a foundation for participation in a wide range of local sporting events. The subject has greatly benefited from staff participation in the National 'Top Game' and 'Top Sport' schemes. This has improved staff knowledge and morale, as well as the curriculum provision.

RELIGIOUS EDUCATION

160. Religious education was inspected separately under a Section 23 Inspection.