

# INSPECTION REPORT

**SAINT MARY'S ROMAN CATHOLIC PRIMARY  
SCHOOL**

Rothwell, Leeds

LEA area: Leeds

Unique reference number: 108018

Headteacher: Mrs M C Reynolds

Reporting inspector: Mrs J Randall  
1471

Dates of inspection: 18<sup>th</sup> – 21<sup>st</sup> June 2001

Inspection number: 190457

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary Aided

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Royds Lane  
Rothwell  
Leeds  
West Yorkshire

Postcode: LS26 0BJ

Telephone number: 0113 2146313

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Appropriate authority: The Governing Body

Name of chair of governors: Mr D Shepherd

Date of previous inspection: 8<sup>th</sup> December 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1471	Mrs J Randall	Registered inspector	English Art & design Equal opportunities English as an additional language	What sort of school is it? The school's results and achievements What should the school do to improve further?
13706	Mrs G Marsland	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?
4926	Mrs T Aspin	Team inspector	Mathematics Information & communication technology Design & technology Music Special educational needs	How well are pupils taught? How well is the school led and managed?
17685	Mrs L Spooner	Team inspector	Science Geography History Physical education The foundation stage	How good are the curricular and other opportunities offered to pupils?

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The school serves a mixture of housing in an area south of the city of Leeds in a former mining village. As a Roman Catholic school it draws its pupils from further afield than the immediate area. There are 200 boys and girls on roll (average). Numbers have risen since the previous inspection. There are 21 pupils (11 per cent) on the school's register of special educational needs (below average) and four of these pupils have statements of special educational need. No pupils speak English as an additional language. Two pupils are from traveller families. The percentage of pupils in receipt of free school meals is four per cent (below average). A wide range of prior attainment is represented on entry but attainment is generally above average.

### **HOW GOOD THE SCHOOL IS**

This is a satisfactory school. Standards in English by the age of 11 have risen since the previous report and the school has maintained the high standards in mathematics and science. Basic skills are taught well. Targets are set and the school is improving on these from year to year. The headteacher continues to provide effective leadership and subject leadership is improving. The analysis of assessment data is becoming effective in identifying areas for improvement. Pupils have very good attitudes to school, behaviour is very good and there is mutual respect for all. Pupils make satisfactory progress overall and good progress in the final year. The school gives satisfactory value for money.

#### **What the school does well**

- Attainment is well above average in English and above average in mathematics and science by the age of 11.
- The quality of teaching is good for pupils in Years 3-6 and very good in the class for the oldest pupils. Basic skills are taught well across the school.
- Behaviour is very good; pupils have very good attitudes to learning and relationships are very good.
- Provision for personal, spiritual and social education is good and very good for moral education.
- The partnership with parents is very good and has a significant effect on pupils' learning.
- Provision for pupils with special educational needs is good and they achieve well because of this.

#### **What could be improved**

- Standards in information and communication technology.
- Greater challenge in the curriculum for all pupils but particularly for higher attainers.
- The role of the curriculum co-ordinators in monitoring teaching and refining assessment to ensure that work is well matched to all groups of pupils.
- The provision for the Foundation Stage (reception class).
- The effectiveness of the governing body in their understanding of curriculum strengths and weaknesses of the school and in fulfilling all statutory duties.
- Improving the accommodation in terms of appropriate classroom space and pupils' toilet facilities.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in December 1996 and has made satisfactory improvement. It has maintained its good standards in mathematics and science by the age 11 and improved the standards in English to well above average. Standards in science at the age of seven have improved and are now above average. There is an improvement in the percentage of lessons judged as good. Attendance has improved. In relation to issues raised in the previous report, the provision for information and communication technology is greatly improved. Staff have received appropriate training and more is imminent. Standards are rising and are now meeting national expectations at the age of seven. They are much improved at the age of 11 but not yet in line with national expectations. The role of the subject co-ordinators has developed satisfactorily. The National Literacy and Numeracy Strategies have been introduced and the latest National Curriculum guidance is now in place in all subjects. There has been no improvement in the monitoring and evaluation of classroom practice and this remains an area for development. There is now a governor responsible for literacy, numeracy and special educational needs

and some training courses have been attended. Governors are regular visitors to the school and are supportive. However, the overall monitoring of curriculum development remains an area for further development. The library has been re-sited and is an attractive though small area in which to work. There are improvements to be made to the quantity and quality of books. The school has the capacity to improve further.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	A	B	A	A*
mathematics	C	C	B	B
science	B	C	D	D

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

The school attained standards in English that are well above average nationally and in the top five per cent when compared with similar schools. In mathematics results were above average. The inspection findings reflect these standards. In science the school attained standards below average. As a result of this the school re-examined its provision for science and inspection findings are that standards are now above national expectations. Standards in English in 2000 for seven-year-olds were well above average in reading and writing and average in mathematics both in relation to national data and to similar schools. The inspection findings are that standards in reading and writing are above average. The difference is accounted for by the narrow range of reading undertaken by pupils in school and the limited opportunities for pupils to write independently. Standards in science are above national expectations. The trend in results over time at the age of 11 has been below that nationally but the school results were already high and the dip in science in 2000 affected this trend. The school sets increasingly high targets and is likely to meet or exceed these this year. Attainment in information and communication technology and music at the age of 11 is below national expectations. Attainment in other subjects at age seven and 11 is in line. Overall, pupils make satisfactory progress and good progress in the class for the oldest pupils, as the wider range of work and the higher levels of challenge support greater achievement. At the end of the reception class most children have attained the required levels in all the six areas of learning. Pupils with special educational needs and those with lower attainment achieve well in relation to their previous attainment because of the effective support and encouragement and the strength in teaching basic skills. Effective support for traveller children ensures that they too achieve well.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	These are very good. Pupils are enthusiastic, interested and enjoy school.
Behaviour, in and out of classrooms	Behaviour is very good and pupils respond well to the school's high expectations of this.
Personal development and relationships	Relationships are very good and pupils take responsibility for small tasks around the school. There are too few opportunities for pupils show initiative.
Attendance	Attendance is very good. Unauthorised absence has been reduced.



## TEACHING AND LEARNING

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

Teaching is very good or better in 17 per cent of lessons and satisfactory or better in 100 per cent. The best teaching takes place in the class for Years 5/6. The quality of teaching of the basic skills of literacy and numeracy is good across the school but there are some shortcomings in teaching the full breadth of the English and mathematics curriculum. There are too few opportunities for pupils to use and apply skills in a wide variety of contexts and to experiment, investigate, explore and think for themselves. In most classes (with the exception of the temporary teacher in Year 2 and the class for Years 5/6) there is too close an adherence to a published scheme in English and mathematics without matching this to the specific needs of the pupils in the school. There is lack of challenge for higher attaining pupils, particularly in reading and writing at length. In the reception class teaching is good in the basic skills of literacy and numeracy but there are too few opportunities for children to work independently and the classroom and curriculum are not planned to meet the latest national guidance. Pupils with special educational needs benefit from the good teaching of basic skills and this helps them to make good progress in their learning. Learning is at its best for all pupils when there are high expectations of quality, quantity and presentation of work and the range of tasks includes those that challenge the highest attainers. The quality of teaching in information and communication technology is very well supported by an enthusiastic classroom assistant whose considerable expertise ensures that learning is good and that standards are rising. Teachers' subject knowledge is improving.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	This is satisfactory. Statutory requirements are met in Years 1-6 but there are some weaknesses in information and communication technology. Provision for children in the Foundation Stage does not fully address the national guidelines for this age group.
Provision for pupils with special educational needs	The good provision ensures that pupils have the key skills in literacy, numeracy and information and communication technology to understand and complete work in other subjects. They make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for personal, spiritual, and social development is good. Provision for moral development is very good. Provision for cultural development is satisfactory. Pupils learn much about their own traditions and heritage but there is too little planned provision for pupils to learn respect and understanding of cultural diversity.
How well the school cares for its pupils	This is a caring school in which the well-being of pupils is a priority. However risk assessments are not complete and there are concerns over the rotting fabric of the mobile classroom and the number of toilets available for pupils. Procedures for assessment of pupils' attainment and progress are satisfactory but assessment plays a limited role in helping teachers plan future lessons.

The school works well in partnership with parents. There are very good links and parental involvement has a very good effect on school life.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher continues to provide effective leadership. The role of the subject co-ordinators is improving but there is still an area for development in the evaluation of teaching and learning.
How well the governors fulfil their responsibilities	Governors are very committed to the school. They are fully aware of the problems of accommodation and class sizes but do not yet have a clear enough view of strengths and weaknesses in the curriculum. Some statutory responsibilities are not met.
The school's evaluation of its performance	The school analyses national test data and uses the results of this to make changes to the curriculum. The headteacher monitors the quality of teaching.
The strategic use of resources	Principles of best value are used when purchases are made. Additional grant money for information and communication technology has been used well. There is a large surplus of income over expenditure in the school budget and the forward planning is insufficient to prioritise its use.

Staffing and learning resources are satisfactory with the exception of fiction books and the equipment in the reception class and Year 1. Accommodation is cramped, the mobile classroom is dilapidated and damp and there are insufficient toilet facilities for pupils. The reception class lacks a secure outdoor play area.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school; they are expected to work hard and are making good progress.</li> <li>• Teaching is good and there is the right amount of homework.</li> <li>• The school is helping children to become mature and the behaviour is good.</li> <li>• They feel comfortable in approaching the school and feel that the school is well led.</li> </ul>	<ul style="list-style-type: none"> <li>• The size of classes and the accommodation.</li> <li>• The information that they receive.</li> <li>• The range of after-school activities.</li> </ul>

The inspection team broadly agrees with the positive views of parents. They agree that the size of classes and the accommodation is difficult for the school. The head teacher has already addressed the issue of the wishes for an extra parents' evening. Other information provided is satisfactory. The range of activities provided is similar to that provided by other schools of this size. There are some difficulties in the provision of after-school activities in that a number of pupils travel on a special school bus.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. Inspection findings are that attainment in English is above average by the age of seven. In the national tests for seven-year-olds in 2000 the results in reading and writing were well above average in relation to all schools and to schools serving similar areas. The difference between this judgement and the national tests is because the work that pupils do in school is narrow in range and limits pupils' reading beyond the reading scheme and there are insufficient opportunities for independent writing although the basic skills of reading and writing are well taught. In the national tests for 11-year-olds in 2000 results were well above average and in the top five per cent when compared with similar schools. These attainments are reflected in the inspection findings, although attainment rises in the class for Year 5/6 pupils from above average to well above average because of the wider range of experiences offered to pupils. The school exceeded the target set for 2000 and is likely to exceed the higher target set for 2001. This is an improvement in standards at the age of 11 since the previous report. The trend over the last four years is one of improvement.
2. In mathematics in 2000, national assessments at the age of seven results were average when compared with national data and when compared with similar schools. A very high proportion of pupils achieved the national expectations in the tests but the percentage achieving a higher level was well below average. The trend over the last four years has been downward. Inspection findings are that pupils achieve above average standards in basic skills but are not able to apply them in different situations. Pupils considered to have high attainment are not sufficiently challenged and do not make the further progress they should. Pupils aged 11 attained test results that were above average when compared with both national data and with similar schools. The percentage of pupils attaining the nationally expected standard was well above average. Inspection findings are that almost all pupils attain the national expectation. Reading and writing skills prevent those with the lowest attainment from attaining the required grade in the tests but they do have the key mathematical knowledge and understanding. The trend in test results is improving at the same rate as national results due to the quality of teaching in Year 6. The target for 2000 was exceeded and the school is expected to achieve its target in the 2001 national tests. In the previous report standards were judged to be above the national average and these standards have been maintained with almost all pupils attaining at least the national expectations.
3. Pupils use the skills of literacy and numeracy satisfactorily in other subjects although these opportunities are not securely part of the overall planning. English skills were used well in history, geography and religious education for example. Library skills are satisfactory but there limited opportunities for pupils to undertake research. Mathematical skills were noted in geography when pupils worked with maps and calculated distances. Data handling is linked with work in information and communication technology.
4. In science teacher assessments for 2000 for seven-year-olds indicate that all pupils attained the expected level and that 40 per cent attained the higher Level 3. This was very high when compared with results nationally and average for similar schools. Pupils in the current Year 2 are attaining standards that are above national expectations. This indicates an improvement since the previous inspection when standards were judged to be satisfactory. In the Year 2000 tests for 11-year-olds,

pupils' performance was below both the national average and the average for similar schools. This was not typical of the results attained in previous years, which were at least average. The proportion of pupils attaining the higher Level 5 was broadly in line with the national average. The school has analysed weaknesses and worked hard to raise standards particularly in investigative science in the Year 5/6 class and this has resulted in a significant improvement. Most pupils in Year 6 are working at the expected level and approximately 35 per cent of pupils are working at a higher level. Attainment is judged to be above national expectations. Standards have been maintained since the previous inspection but with a dip in 1999 and 2000 that has now been rectified.

5. By the age of seven standards in information and communication technology are in line with national expectations. By the age of 11 standards are below those required. Pupils are introduced to word processing and data handling skills at the level expected nationally but have insufficient experiences to become proficient at the required level. They have a few experiences with control programs but have no experience in using physical sensors. The equipment for pupils to use E-mail and the Internet is in place but not yet working. Much progress has been made since the previous inspection when standards were below average across the school. Across the school there are insufficient planned opportunities to use the classroom computers to support other subjects.
6. Standards in art and design are in line with national expectations at seven and 11. Pupils learn something of famous artists and attempt work in their style. Progress in the development of skills is haphazard as pupils move up the school as there is no portfolio of moderated work against which teachers can measure standards and expectations. Standards in design and technology are in line with those expected nationally at seven and 11. By the age of seven pupils have gained specific construction skills, follow instructions to make models and test the outcomes. There are too few opportunities for pupils to create their own designs and select their own choice of materials. By the age of 11 pupils have a very mature understanding of the design process. Models are well finished and carefully constructed to a design brief. Pupils test the outcomes of different approaches.
7. Standards in geography are broadly in line with national expectations at seven and 11. Pupils in Year 2 can locate countries on a map of Europe, and are developing an understanding of map making in the locality. Pupils in Year 6 follow a route from Leeds to Kettlewell and have a clear understanding of how to draw and interpret cross-sections of a landscape. In history, standards are in line with national expectations. By the end of Year 2 pupils understand some of the differences between life now at various times in the past. They know of famous people and compile diaries of the Great Fire of London. By the age of 11 pupils are developing satisfactory skills in using evidence and understand the importance of using primary and secondary sources for research.
8. In music, standards attained are in line with those expected nationally at seven and below at 11. By the age of seven pupils sing well and enjoy putting actions to songs. They are beginning to understand that symbols represent sounds and to create sounds based on a sequence. By the age of 11 pupils sing well in unison but more complex skills are insufficiently developed. Pupils have a very limited knowledge of a range of music from different times, cultures or composers. Only dance and games were observed during the inspection in physical education and standards are in line with national expectations. Standards in swimming are above national expectations.

9. By the end of the reception year, attainment in creative and physical development and in knowledge and understanding of the world is similar to that expected of children of this age. Most have exceeded the latest national guidance called Early Learning Goals in personal, social and emotional development and mathematics. Attainment in communication, language and literacy is above expectations overall. Speaking, listening and reading skills are particularly well developed. Attainment in writing, although in line with that which might be expected of children at the end of the reception year, is not as high as other aspects of this area of learning. This is because children are not given enough opportunities to write independently.
10. Pupils with all types of special educational need achieve well and this is a strength of the school. Those with statements of special educational need make very good progress because of the detailed understanding of their specific needs by the learning support assistants and the careful adaptation of work when it is needed. In most classes those with recognised behavioural difficulties achieve well because teachers have high expectations of behaviour and participation and good discipline. Other pupils with special educational needs make good progress and achieve well in the development of key skills.
11. Pupils achieve well in basic skills across the school. There are some differences in progress and achievement between classes. Achievement is best in Year 2 where there is a temporary teacher and in the class for Years 5/6. This is because teaching is mainly good in these classes and the opportunities for pupils to tackle work that integrates several aspects of a subject together and to think for themselves are greater. In other classes there is too close an adherence to published schemes for there to be a suitable challenge for many pupils. These schemes have not been modified to accommodate the generally above average level of prior attainment in the school and so provide insufficient challenge. Pupils in the mixed age classes often achieve better when they are the younger group in the class as the work is more challenging for them. There is often insufficient difference in the levels of tasks set for higher attainers in order for them to reach full potential. There are insufficient opportunities for pupils to explore, investigate and interpret results. The opportunities for reading and writing, while supporting basic skills well, are too narrow to allow a full exploration of literature. However pupils who spend two years in the class for Year 5/6 pupils do well because they have the benefit of better teaching for two years.
12. The very high standards of pupils' behaviour and their very good attitudes to school, the high levels of attendance, the quality of care and the very good relationships between all in the school and the school's partnership with parents are all significant factors in attainment. The school has the commitment and the capacity to build on its successful teaching and attainment in basic skills to extend pupils' achievements and to raise standards further.

### **Pupils' attitudes, values and personal development**

13. Pupils' attitudes to school are very good and they clearly enjoy coming to school. They are enthusiastic, interested and involved in most activities. There was a good example of this in a Year 1 information and communication technology lesson when pupils concentrated well whilst directing a programmable toy. They enjoy classroom discussions and most pupils join in sensibly and listen to their teachers and each other. This was evident in a Year 2 dance lesson, when the pupils listened carefully to the teacher's instructions. They settle to tasks well, work hard and complete their work. A good example of this was seen in a Year 4/5 science lesson where the pupils were seen separating and dissolving materials. Good attitudes to school contribute to

successful learning and the standards that pupils achieve.

14. Behaviour in and around the school is very good and pupils respond well to the school's high expectations. This confirms the views of parents at the parents' meeting. Pupils understand what is expected of them and know the difference between right and wrong. This is because the school's expectations for good behaviour are clearly explained in classroom discussions. The class teachers and other staff manage behaviour very well because they have established very good relationships with the pupils. Problems are discussed and swiftly resolved, so that pupils understand the effect their actions has on others. There were no incidents of challenging behaviour or bullying seen during the inspection. In the last complete school year no pupils were excluded from the school. The very good behaviour of pupils has a positive effect on the quality of learning and contributes to the pleasant family atmosphere in and around the school.
15. Relationships within the school are very good and have been maintained since the previous inspection. Relationships between pupils and between pupils and staff are caring and friendly. The very good relationships that exist between teachers and their pupils, based on mutual respect, are key factors that secure positive patterns of behaviour and response in lessons. At lunchtime pupils talk sociably with each other and supervising staff. Pupils share resources and work together well regardless of gender. They are trustworthy and a good example of this was seen in a Year 2 numeracy lesson when pupils solved problems using real money. They also respect the feelings, values and beliefs of others. This was evident when a child with special educational needs was commended for his batting skills whilst playing cricket. In a Year 3/4 class, during registration time, pupils were also asked to spend a moment in thought about members of the class who were absent due to illness. The traveller children have settled into the school well and enjoy very good relationships with pupils and staff. The very good relationships are a feature of the school.
16. The school satisfactorily promotes the personal development of its pupils. Pupils take responsibility for tasks around the school. They act as classroom, lunchbox trolley and register monitors. When asked, they willingly take messages for the staff. These responsibilities have a good effect on pupils' personal development. However, there are still not enough opportunities for pupils to show initiative and take responsibility within the school. Pupils with special educational needs take a full and active role in lessons and in extra-curricular activities. They join in group activities and contribute to discussions. They have confidence in their teachers and are prepared to try to answer questions. In the reception class, children respond well to the teacher's high expectations of attitudes and relationships but have too few opportunities to develop independent learning skills.
17. Attendance rates are improving and overall attendance throughout the school is very good. During the last year attendance was well above the national average for primary schools. Unauthorised absence has now been reduced as parents have confirmed that they are now aware of the importance of absence notes. However, although discouraged by the school, some families do still take holidays during the school term. The pupils are consistently punctual for school and registration is efficiently undertaken, allowing the lessons to start on time.

#### **HOW WELL ARE PUPILS OR STUDENTS TAUGHT?**

18. The quality of teaching is satisfactory. All the very good or excellent teaching and almost all good teaching occurs either in Year 2, a class taken by a temporary teacher, in the class containing Years 5/6 pupils, or in lessons taught by specialist subject

instructors. Teaching is excellent in four per cent of lessons, very good in 13 per cent, good in 42 per cent and satisfactory in 42 per cent. The quality of teaching in the Foundation Stage (reception class) is satisfactory overall. It is satisfactory in 57 per cent and good in 43 per cent of lessons. In Years 1 and 2 teaching is satisfactory overall. Six per cent of teaching is excellent, six per cent is very good, 41 per cent is good and 47 per cent satisfactory. Teaching in Years 3-6 is judged good overall due to the rapid progress that pupils make in the Years 5/6 class. It is excellent in four per cent of lessons, very good in 21 per cent, good in 42 per cent and satisfactory in 33 per cent. The previous inspection report stated that teaching was at least satisfactory and that 15 per cent was good. In the current inspection, as over half of lessons are judged to be good, this shows a considerable improvement in teaching, although most good lessons were seen in Year 2 and in the class for Years 5/6. Provision in the reception class was judged to be 'sound' in the previous inspection and this standard has been maintained. No judgement was made about Years 1 and 2. The good overall standard of teaching for Years 3 to 6 has been maintained.

19. In the Foundation Stage (reception class) elements of the National Literacy and Numeracy Strategies have been introduced and basic skills of reading and mathematics are taught well. In writing there are insufficient opportunities for children to write independently although the technical aspects of handwriting are well taught. There is an over-emphasis on copying and not enough opportunity for children to write for a purpose or to communicate. Planning for other areas of learning is detailed but it is based on the programme of learning for pupils in Years 1 and 2 and does not address the full range of the national guidelines of areas of learning for this age group.
20. In Years 1-6, lessons are well planned and organised. Resources are prepared carefully and are easily accessible to teachers and pupils. Relationships between staff and pupils are very good and pupils are not frightened to ask for help. Achievement is recognised and the praise given by teachers makes pupils want to improve further. There are high expectations of behaviour and classroom routines are well established. Little time is wasted getting ready to start lessons, changing activities or tidying away. Even when activities are tedious or offer little challenge pupils do not distract each other but sit quietly. Classroom assistants are well briefed, confident, use their initiative to deal with different situations and make a good contribution to the learning of those they support. Throughout Years 1-6 basic skills in literacy, numeracy and information and communication technology are taught well. However, in most classes, there are too few opportunities for pupils to explore, investigate, think for themselves and develop understanding. Although, in many lessons, different levels of work are planned for different groups of pupils, this work is not carefully matched to the needs of the pupils and is targeted more towards the average level of attainment. The marking of pupils' work is inconsistent. Although most work is marked and supportive comments such as 'well done' are written in pupils' books, too few opportunities are taken to show pupils how they can improve their work. Other less satisfactory features of lessons include some minor weaknesses in subject knowledge, for example in mathematics, where incorrect vocabulary was used repeatedly to describe the value of a number or in music where a task was inappropriate. In some lessons for younger pupils tasks are undemanding and lack structure or any specific intended outcome.
21. Where whole class teaching is most effective there are high expectations of the quality and quantity of work to be completed, of co-operation between pupils and presentation of written work. Marking is thorough and supportive. It is used well to show pupils how to improve. Lessons are adapted to meet specific needs identified during the lesson and through marking. The range of tasks provided includes those that challenge pupils with the highest attainment. The key feature of high quality lessons is the subject

knowledge and expertise of the teacher. This is used very effectively to explain tasks, to question pupils to check their knowledge and understanding and introduce or reinforce technical vocabulary. This was evident in a science lesson for Years 5/6 pupils who were predicting the best conditions for evaporation to occur. The breadth and depth of subject knowledge of the teacher was particularly evident in a design and technology lesson where the opportunity was taken to develop mathematical skills in response to a pupil's question and demonstrate the practical use of comparative measure. In a music lesson in Year 2 the temporary teacher used her subject knowledge to structure the lesson carefully so that work became increasingly more demanding, building on what the pupils had already learned.

22. Pupils with special educational needs benefit from the good teaching of basic skills, which helps them to make good progress in their learning. The learning support assistants have a good understanding of the individual needs and learning targets of all the pupils with whom they work and know how to help them in lessons. Assistants work very well with the class teachers in planning work. Those who support pupils with statements of special educational need frequently adapt materials to meet their pupils' needs. They are sensitive to pupils' attention spans and withdraw them from class when it is in their best interests. These pupils make very good progress. High expectations of behaviour of all pupils in and around the school and good classroom management ensure that those pupils recognised as having behavioural difficulties do not disrupt others or waste time. They learn to manage their own behaviour and to participate fully in lessons.
23. The teaching of English is good. The school has implemented the National Literacy Strategy but in its own way. The teaching of the basic skills of reading and writing is effective and meticulous. However there are too few opportunities for pupils to use these skills in a wide variety of contexts. There is an over emphasis on exercises and worksheets that do not extend pupils' ability to use the good level of skills they have for the communication of ideas and information except in the Years 5/6 class, where this is done well. There are too few opportunities to read beyond the reading scheme and for pupils to develop a love of literature, to enjoy both fiction and non-fiction and to develop preferences and interests at school. In the classes for Years 3/4 and 4/5 pupils there is too little difference in the work provided for different ages and prior attainment.
24. The teaching of mathematics is satisfactory. Specific calculation skills and facts are taught well but too few opportunities are provided for pupils to develop understanding through exploration of number. Teachers are using a new commercial scheme of work to help them implement their form of the National Numeracy Strategy. The scheme is helping teachers understand what those with average attainment should understand, know and do in each year. However, most teachers find it difficult to manage two age groups and a wide range of attainment in one class. Younger pupils in classes containing two different year groups often make better progress than older ones. This is sometimes due to the restricted range in the level of tasks provided for older pupils. In the class for Years 5/6 pupils it is due to the challenge in the work given to all pupils and high expectations of pupils' ability to achieve. In some lessons teachers talk for too long and do not give the independent activity enough emphasis and so pupils complete little work in the time allocated. The mental activity at the beginning of lessons is helping pupils remember number facts such as adding two numbers that are less than 10, although teachers are insecure in their knowledge of how to use this section to the best advantage. Good use is made of the concluding section of lessons to review and discuss work.
25. The teaching of science is satisfactory for pupils in Years 1-2 and good for those in



Years 3-6. It is very good in the class for the oldest pupils and work is challenging. The very good subject knowledge of the teacher and high expectations of all pupils to participate leads to very good gains in learning. In years 1-2 there is less emphasis on investigation than in Years 3-6 where the quality of teaching is particularly effective in the class for Year 5/6 pupils.

26. The quality of teaching in specific information and communication technology lessons throughout the school is at least good. A classroom assistant leads most lessons. Her considerable expertise in all aspects of computer management and her knowledge of the programs means that little time is wasted setting up activities, struggling with hitches that can occur when using computers or sorting out pupils' problems. This means that there is time to give all pupils individual attention during each lesson. In the previous inspection teachers were judged to be lacking in expertise. The teachers' own subject knowledge has improved but too few planned opportunities are provided for pupils to use information and communication technology to support learning in other subjects and insufficient use is made of the resources available.
27. The teaching of geography is good throughout the school. Teaching of history and music is satisfactory. Although the teaching of design and technology and physical education is generally good it is satisfactory for pupils in Years 1-2 and good for those in Years 3-6. No judgement is made about the teaching of art and design as no lessons were seen during the inspection.
28. There is an appropriate homework policy and homework makes a suitable contribution to learning. Additional booster classes are provided for pupils in Year 6 prior to the national tests.

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

29. The quality and range of the curriculum is satisfactory except in the Foundation Stage (Reception). It promotes pupils' intellectual, physical, social and personal development and prepares them for the next stage of education. Statutory requirements are met but there are some weaknesses in the range and balance of provision in information and communication technology and music.
30. The curriculum for children in the Foundation Stage is unsatisfactory. Elements of the National Literacy and Numeracy Strategies have been introduced in order to prepare the children for entry to Year 1. However, although planning for other areas of learning is detailed and comprehensive, it is often based on the National Curriculum programme of study for Years 1 and 2 and does not fully address the national guidelines for provision for children in the Foundation Stage. In the reception class, a high level of emphasis is placed upon children's personal, social and emotional development and on reading and number work. Good opportunities are planned for the promotion of language development, particularly during class discussions. However, limited planned opportunities for investigation and practical activities results in an over-emphasis on knowledge-based learning. There is no secure, outdoor area to provide children with challenging opportunities for outdoor play. Children with special educational needs receive good adult support and this helps them to make good progress.
31. Satisfactory provision is made for personal, social and health education. Sex education and drugs awareness are taught principally through science and other subjects as appropriate. All subjects have a policy and scheme of work and these provide satisfactory guidelines for medium and short-term planning. The school takes account

of the most recent National Curriculum guidelines.

32. The quality of teachers' strategies for teaching literacy and numeracy skills is effective because of teachers' strengths in the teaching of basic skills. Not enough opportunities are provided for pupils to carry out their own investigations in mathematics, science, design and technology, history and geography for example, or to extend their experiences in English.
33. Planning is detailed and teachers attempt to match work to different attainment groups. However, although the school has recently begun to introduce a two-year topic cycle to address the learning needs of mixed age classes in Years 4, 5 and 6, lesson planning does not sufficiently address the learning needs of pupils with differing prior attainment. This results in insufficient challenge for some higher attaining pupils, particularly those in the older age group in the classes for Years 3/4 and 4/5.
34. Pupils with special educational needs are given much help to make sure they have the key skills in literacy, numeracy and information and communication technology and to understand and complete work in other subjects. Formal reviews for pupils with statements of special educational need are carried out annually and every effort is made to provide the specified resources to help pupils learn. Individual education plans are mostly satisfactory. There is some inconsistency across the classes. Those for pupils with statements of special educational need do not always cover the requirements in the statements. However, learning support assistants know the pupils extremely well and ensure that all their needs are met. They are included in all school activities whenever possible. Pupils with all types of special educational needs are fully integrated into the life of the school and enjoy the experiences provided.
35. Most pupils have full access to the curriculum and opportunities to take part in educational visits. However, in physical education, boys and girls in Years 4/5 and 5/6 are taught different games activities separately. This limits their entitlement in this area of learning because both groups do not learn the same skills. There are no significant differences in the attainment of boys and girls in any areas of learning or subjects of the National Curriculum. Traveller pupils are welcomed and well integrated into the life of the school.
36. The school makes good provision for pupils to take part in a range of out-of-school clubs. These include a wide range of activities including short tennis, the music club, netball/rounders and computer clubs. Pupils in Years 1 and 2 can take part in football competitions. The school offers pupils in Year 6 the opportunity to take part in a residential visit to Kettlewell Outdoor Pursuits Centre.
37. There are satisfactory links with the community, through parish links and through pupils taking part in local events such as the Rothwell May Day celebrations and collecting and planting seeds for the new Colliery Park. Links with the secondary school and primary schools in the area are satisfactorily established through inter-school visits and competitive sport.
38. Good provision is made overall for pupils' spiritual, moral, social and cultural development. This indicates that the school has broadly maintained provision in this area since the previous inspection. However, at the time of the previous inspection, opportunities for the pupils to develop a wider understanding of cultural diversity were identified as a relative weakness. Little progress has been made in this area of development and the weakness remains.

39. The provision made for spiritual development is good. The school's ethos is deeply embedded in its Christian beliefs and its aims are reflected in the day-to-day life of the school. Good opportunities are provided for prayer and reflection in school and class assemblies through stories, prayer, music and 'thinking time'. Staff provide many opportunities for pupils to develop insights into the values and feelings of others both in lessons and around the school.
40. Very good provision is made for the moral development of the pupils. This has remained a considerable strength of the school since the previous inspection. The school's aims and values are familiar to the pupils and are supported and appreciated by parents. There is a clear sense of unity of purpose in what the school stands for and staff work hard to reflect this in the everyday life of the school. Pupils are provided with opportunities to help others, both in school and in the wider community. For example, pupils collected for the Earthquake in India and Children in Peru appeals. Adults in school provide very good role models, treating pupils with fairness and respect and through reinforcing pupils' understanding of the difference between right and wrong. Pupils learn about their responsibilities to take care of the environment through, for example, a visit to the school by 'Super Slug'.
41. Good provision is made for the social development of the pupils. This confirms the views of most parents who believe that the school helps their children to become mature and responsible. There is a well-understood, whole school approach to behaviour management. School rules are displayed in classrooms and pupils are given the opportunity at the beginning of each school year to agree their own classroom rules. Success is recognised and celebrated in assemblies and lessons.
42. Pupils in Year 6 are able to take part in residential visit to Kettlewell where they take part in adventurous outdoor activities.
43. The provision for cultural development is satisfactory. Pupils are provided with many opportunities to learn about their Catholic heritage and traditions. Lessons, particularly in geography and history, give pupils a good sense of their own heritage. In geography, for example, pupils learn about other cultures and are able to compare these with their own. Visits to local places of interest help reinforce pupils' own culture and heritage; for example, in history to Eden Camp to study Britain during World War II and to Filey, where pupils undertake a comparative study with Rothwell. Limited progress has been made in helping pupils understand the diverse nature of the wider world community. Pupils study other major faiths as part of the syllabus for religious education. Aspects of other cultures are studied in geography and history and the school has a small collection of books representing cultural diversity. A recent visit has taken place to the school by a priest from Kenya. This provided pupils with information about their own faith in another country and the school built on this with a display and music. Too few opportunities are provided for pupils to experience music and art from other cultures. The school has no planned provision to teach pupils respect and understanding of cultural diversity.

#### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

44. This is a caring school in which the well-being of the pupils is a priority. The staff know the pupils and their families very well. Pupils, including the traveller children, know that they are valued by their teachers and respond accordingly. This reflects the judgements of the previous inspection and the views of the parents.

45. Procedures for child protection and for ensuring pupils' welfare are good. The school follows the procedures in the governing body's health and safety policy, which is reviewed regularly. Fire precautions and electrical checks have been carried out. However, whole school risk assessment is not complete and there is no secure play area for the Foundation Stage children. Health and safety concerns also arise due to the condition and small number of toilets available for pupils and the deteriorating, damp and rotting fabric of the mobile classroom. Staff and ancillary assistants supervise pupils carefully at breaks and lunchtimes. There are good arrangements in place for dealing with accidents, and two members of staff have been trained in first-aid procedures. There is a suitable policy in place for child protection and all the staff, including lunchtime ancillary staff, have received training and are aware of procedures. The headteacher is the designated person responsible.
46. Procedures for monitoring and improving attendance are very good. The headteacher and secretary carefully monitor attendance every week with the help of the class teachers. The headteacher is informed if a pupil's attendance causes concern but attendance throughout the school is very good. Parents provide good support by telephoning the school and confirming absences by letter.
47. Procedures for monitoring and promoting good behaviour and eliminating oppressive behaviour are very good. There is an effective behaviour policy in place, which is based on discussion and forgiveness. The policy has the full support of parents and is clearly understood by pupils. Teachers manage behaviour well and an appropriate scheme of sanctions is in place. Teachers promote good behaviour, work and good manners by rewarding house points, which contribute to rewards such as extra playtime. No challenging behaviour or bullying was seen during the inspection but when incidents do occur the pupil involved is asked to telephone a parent. The headteacher, parents and pupil then openly discuss the incident and the pupil extends the necessary apologies.
48. Procedures for the assessment of pupils' attainment and progress are satisfactory. The assessment of children's attainment begins with an initial profile during the first few weeks in the reception class. Statutory assessments in English, mathematics and science are in place for pupils aged seven and 11. The school uses standardised tests to assess pupils' attainment in English and mathematics in Years 3, 4 and 5. Some regular assessments are also used to monitor attainment and progress when units of work and topics have been completed but there is no consistent approach to this. Teachers in Year 1-6 keep on-going records of attainment in all subjects, moderated against key learning objectives. End-of-year records are passed onto the next teacher, and the secondary school for pupils in Year 6. Assessment procedures in the reception class only record children's attainment in reading and mathematics and do not track progress in all six areas of learning against the national Early Learning Goals for children in the Foundation Stage.
49. Assessment plays a limited role in helping teachers to plan future lessons. This sometimes results in activities not being well matched to the prior attainment of pupils, particularly higher attaining pupils in mixed age classes. Most work in books is marked. However, the quality of marking is inconsistent between classes and does not always provide pupils with information on how they might improve their work.
50. Assessment information is analysed to make predictions and set targets for attainment. This is in the early stages of development and currently is applied to pupils in Years 1 and 2 with plans to extend this year-on-year. The school also uses the annual

assessment results for seven-year-olds to monitor the progress of individual pupils, particularly where attainment scores lie just below average.

51. There is an effective system for identifying special educational needs and for reassessing those needs regularly. Record keeping by learning support assistants for pupils with statements of special educational need is satisfactory overall and very good in the reception class. However, learning support assistants know and understand their pupils well and provide for their needs. Links with support agencies such as speech therapists are good, as are links with the secondary school which pupils will attend.
52. Procedures for monitoring and supporting pupils' personal development are good. The procedures are founded on the very good relationships between the staff and pupils. The teachers know their pupils very well and issues are discussed openly and sensibly. This makes the pupils feel secure in school and develops self-esteem. Personal, social and health education is taught within lessons and makes a valuable contribution to the pupils' personal development. There is a sex education policy in place with teaching incorporated into science and religious education lessons. Pupils in the class for Years 5/6 assist their teacher in setting targets to improve their English and mathematics but this is not taking place throughout the school. The school maintains effective links with outside agencies, such as health professionals and the traveller pupil service, which also help to support the academic and personal development of the pupils. The success that the school achieves in the support and guidance of pupils has a good effect on behaviour, attitudes and learning and contributes to the school's efforts to raise standards.

#### **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

53. Parents have expressed overwhelming support for the school. The school is held in high esteem by parents and continues to work very well in partnership with them. During the previous inspection no overall judgement was made on the school's partnership with parents. The parents' meeting during this inspection was well attended and the questionnaires raised only three issues. There was some concern about the large class sizes. However, due to the popularity of the school and the results of appeals this is beyond the control of the school. Some parents expressed the view that they would appreciate an additional parents' meeting to discuss their child's progress. The headteacher has now addressed the request and a third meeting is now arranged. Some parents have asked for more after-school activities. These are to be reviewed, but the school offers a satisfactory range of activities for a primary school of this size, particularly where some pupils have to travel home by special bus. Parents are particularly pleased that children like school, work hard, are becoming mature and behave well. They believe that teaching is good and there is the right amount of homework. They feel comfortable in approaching the school. The inspection team agrees with their positive views.
54. The school maintains very good links with parents. Regular letters are sent home to keep parents informed of events and achievements. The headteacher and staff are accessible to parents who have concerns. A suitable home/school agreement has been distributed and the majority of parents have signed and returned it. School productions such as the recent 'Easter Star' and parents' meetings are very well attended. Parents are pleased with the provision for pupils with special educational needs. They are kept well informed of their child's progress and are fully involved in reviews.

55. Parental involvement has a very good effect on the life of the school. The Friends of St. Mary's Association provides very good support by organising social and fund-raising events such as the recent Fashion Show. Money raised by the association has been used to benefit pupils through the purchase of library furniture. Future projects supported by the parents involve the purchase of playground furniture and staging for the hall. Parents have also raised funds towards building projects.
56. The quality of information for parents is satisfactory. The school has hosted sessions for parents to help them to understand the aims of the National Literacy and Numeracy Strategies but these were not well attended. At present, only topic information for religious education is sent home to parents, but the school intends to extend this to other subjects. The governors' report and school prospectus are informative but the prospectus needs a more detailed statement on special educational needs. The Governors' Annual Report to Parents does not contain all the required information and lacks information regarding the professional development of staff and arrangements for the disabled. Parents have the opportunity to consult the staff formally on one two occasions each year to discuss their child's progress. Pupils' progress reports are very good quality. They include all the required information and report each subject in detail. They set pupils' targets for improvement known as 'next steps' and explain the topics covered in each subject area. There are also sections of the report for the pupil's personal statement and parental comments.
57. The contribution that parents make to their children's learning at school and at home is good. At home, most parents help their children with homework tasks and many listen to their children read. The school has a homework policy in place and all parents have been informed about the school's expectations regarding homework. Parents have confirmed that the pupils are given sufficient homework. The home/school reading record books are used well by most parents as a valuable link between home and school. Some parents provide good support by helping in art and design and food technology lessons and on educational visits.

#### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

58. The headteacher continues to provide effective leadership in most aspects at the school and is extremely well supported by an efficient clerk. Management of the curriculum in the Foundation Stage and in further development of the curriculum in Years 1-6 are areas for development. It is not possible to evaluate the contribution of the deputy headteacher to the management of the school due to her absence before and during the inspection. Management overall was judged good in the previous inspection. It is now judged satisfactory due to the lack of forward planning and prioritisation to use the high proportion of money (nearly 10 per cent) that is left over from this year's budget. The three-year school development plan, which ends this year, is suitably linked to the budget and based on appropriate priorities identified by the headteacher and accepted by the governors. The school has clear aims and values that reflect those of a Roman Catholic aided school. These are evident in the commitment of all those associated with the school to maintain good relationships and to endeavour to provide equal opportunities for all. The school has a good capacity and commitment to continue to improve.
59. Satisfactory progress has been made in addressing the issues identified in the previous report. Although standards of attainment for pupils who are aged 11 are not yet high enough in information and communication technology, recent progress in the development of the subject has been good. Additional grant money for information and communication technology has been combined with money raised by parents and

friends of the school and used well to provide a computer suite and other equipment. Progress has been impeded by teething troubles in setting up the suite that were beyond the control of the school. The computers are beginning to be used for group lessons. The school has made an excellent investment in the employment of a classroom assistant with a high level of computer expertise, a great deal of commitment and enthusiasm and very good teaching skills. The use of this assistant to support teachers and to provide high quality resources to support pupils is raising standards rapidly. However not enough use is made as yet of the computer suite or of computers in the classrooms. Staff expertise has been improved and further training is planned.

60. Co-ordinators are now appointed for all subjects but they do not have the opportunity to visit classrooms to see how well the subject is taught and to help their colleagues. Their role is improving although there are still some shortcomings. All co-ordinators in school at the time of the inspection have some understanding of the next stage of development for their subject. Most co-ordinators have a clear vision of what needs to be done to improve standards and have set themselves targets, for example, in meeting the latest curriculum requirements, in looking at the standards of pupils' work throughout the school and in developing assessment procedures. The headteacher has begun to monitor classroom practice and is aware of the strengths and weaknesses in teaching but co-ordinators have yet to take on this role.
61. Since the previous inspection governors have been appointed to take responsibility for overseeing the provision for literacy and numeracy. They have attended training and are endeavouring to develop their understanding of the strategies adopted by the school. Governors are very committed to the school and several governors make frequent visits to support the staff. They are fully aware of problems with class sizes and accommodation. They do not yet have a clear enough understanding of the strengths and weaknesses in teaching, in the curriculum and in the practical resources needed to teach it. In addition, some statutory responsibilities, for example completion of risk assessment and a formal performance management policy, are not met.
62. The management of special educational needs is good. The register and formal records are carefully maintained. The co-ordinator is aware of the needs and progress of all pupils. Every effort is made to meet the practical requirements of pupils with statements of special educational need. Sufficient high quality and well-informed learning support assistants make a very good contribution to pupils' learning. A suitable range of resources is well organised, audited and easily accessible. A governor for special needs has been appointed but the provision for and progress of pupils with special educational needs are not monitored regularly by the governor and there are no regular reports to the governing body.
63. Finances within the school are well managed by the school clerk who applies the principles of best value to all purchases. The recommendations in the most recent audit report are being met. Updates of spending are provided for the governors each term so that they can check the budget situation. Information and communication technology is used very well in the day-to-day administration of the budget and in correspondence. Routine procedures are well established. The headteacher has ensured that performance management procedures have been carried out following the model provided nationally, despite the lack of a governors' policy. The support and guidance that is provided for a temporary teacher is good. The school is not involved with student training and rarely employs supply teachers.
64. The large class sizes, linked to cramped accommodation, limit the quality of education

that the school provides and the progress that pupils make in more practical and investigative aspects of subjects. Teachers are not always able to give pupils the attention they need in the large, mixed age group classes. The mobile classroom is dilapidated and there are holes in the fabric of the building which allow water to accumulate inside it and create a smell associated with damp. The lack of sufficient toilet facilities for boys and girls leads to the loss of lesson time and of lesson preparation time for staff when they have to supervise long queues. Provision is particularly bad for older girls who need privacy. The school lacks a secure outdoor play area for pupils in the reception class. Other outdoor play areas are sufficient for the numbers of pupils and are attractive, with games and seating.

65. Teachers are suitably qualified but there are some weaknesses in teachers' subject knowledge in information and communication technology and music. There are also weaknesses in the understanding of how young children learn and in the experiences they need. Suitably experienced classroom assistants offer good support for teachers. Very good support is provided for those with statements of special educational need based on detailed knowledge of the pupils and an understanding of how to manage their problems.
66. The library has been re-sited since the previous inspection but the quality and quantity of books in the library are just adequate for non-fiction and there is an unsatisfactory quantity and range of fiction books. Some books are old and out-of-date. Equipment in the reception class and some in Year 1 is old and dilapidated and does not support the wide range of experiences required. Practical equipment for other subjects is satisfactory although there are some minor weaknesses, for example in the lack of music from other cultures. Many resources are scattered throughout the school and duplicated in different classrooms. Although a detailed audit of resources has been completed in some areas, for example special educational needs, this is not carried out for all subjects and so efficient use is not made of the equipment available.
67. The school has many strengths that ensure that the quality of education provided for its pupils contributes to their progress. These strengths outweigh the weaknesses. They are evident in the relationships between pupils and between pupils and staff, the very good behaviour and attendance of pupils, in the good development of basic skills of numeracy and literacy, in the number of lower attaining pupils achieving national expectations and in the provision for pupils with special educational needs. Given the above average attainment of pupils on entry and the satisfactory progress that pupils make, the effectiveness with which all resources are used and the over-large amount of money under-spent in the budget, the school now gives satisfactory value for money.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

68. In order to improve further the school should:

***Raise standards in information and communication technology by:***

- making more efficient use of the resources available;
- using information and communication technology to support other subjects;
- developing teacher expertise and confidence in the use of the computers in the classrooms.

(paragraphs 131 - 135)

***Ensure greater challenge for all pupils but particularly for the higher attainers by:***



- improving the opportunities for pupils to explore, investigate and interpret results;
- extending opportunities for a wider range of reading beyond those provided by the reading scheme;
- providing more opportunities for pupils to write at length for a variety of audiences and for real and interesting purposes.  
(paragraphs 87,88,90,91,100, 104, 107, 123)

***Extend the role of subject co-ordinators to include:***

- monitoring and evaluation of teaching and learning;
- refining assessment and associated planning to ensure that work is well matched to the needs of all groups of pupils but particularly the higher attainers.  
(paragraphs 59, 60, 96, 104, 112, 114, 124, 130, 140, 144)

***Improve the provision of for the Foundation Stage (reception class) by:***

- ensuring that curriculum planning and classroom organisation meet the latest national guidance;
- improving resources, particularly in respect of a secure outdoor play area and its equipment;
- implementing an assessment policy that covers all six areas of learning of the new national Early Learning Goals.  
(paragraphs 70 - 85)

***Improve the effectiveness of the governing body in:***

- their understanding of curriculum strengths and weaknesses of the school;
- fulfilling all its statutory duties.  
(paragraphs 45, 56, 58, 61)

***Make every possible effort to improve the accommodation:***

- to provide sufficient and appropriate classroom space to meet the demands of the curriculum and for the numbers of pupils;
- to improve the pupils' toilet facilities.  
(paragraph 64)

These areas for development are not incorporated into the school development plan as this is still awaiting completion for the current year pending the outcomes of the inspection.

**OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL**

Improve the provision to teach pupils an understanding of life in a culturally diverse society and ensure that books and resources reflect this.  
(paragraph 43)

Ensure that both boys and girls have equal opportunities in learning games skills.  
(paragraphs 35, 141)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	48
Number of discussions with staff, governors, other adults and pupils	29

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4%	13%	42%	42%	0%	0%	0%

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	-	200
Number of full-time pupils known to be eligible for free school meals	-	8

FTE means full-time equivalent.

Special educational needs	Nursery	YR- Y6
Number of pupils with statements of special educational needs	-	4
Number of pupils on the school's special educational needs register	-	23

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	6

### Attendance

Authorised absence	%
School data	4.0
National comparative data	5.2

Unauthorised absence	%
School data	0.0
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	12	14	26

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	12	12
	Girls	14	14	14
	Total	26	26	26
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	12	12
	Girls	14	14	14
	Total	26	26	26
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	84 (82)	88 (86)	88 (87)

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
	2000	15	13	28

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	12	11
	Girls	12	12	11
	Total	24	24	22
Percentage of pupils at NC level 4 or above	School	86 (85)	86 (69)	79 (92)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	11	12
	Girls	10	10	11
	Total	21	21	23
Percentage of pupils at NC level 4 or above	School	75 (85)	75 (69)	85 (85)
	National	70 (68)	72 (69)	79 (75)

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	171
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	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)	8.2
Number of pupils per qualified teacher	24.4
Average class size	33.3

#### **Education support staff: YR – Y6**

Total number of education support staff	8
Total aggregate hours worked per week	156

### ***Financial information***

Financial year	2000/2001
	£
Total income	379,295
Total expenditure	400,945
Expenditure per pupil	2,005
Balance brought forward from previous year	37,070
Balance carried forward to next year	15,420

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	204
Number of questionnaires returned	145

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	30	4	0	1
My child is making good progress in school.	54	39	3	1	3
Behaviour in the school is good.	68	30	1	0	1
My child gets the right amount of work to do at home.	46	45	8	1	0
The teaching is good.	66	30	1	0	3
I am kept well informed about how my child is getting on.	31	39	25	3	1
I would feel comfortable about approaching the school with questions or a problem.	59	34	7	0	0
The school expects my child to work hard and achieve his or her best.	79	21	0	0	0
The school works closely with parents.	28	46	19	4	2
The school is well led and managed	68	24	7	0	1
The school is helping my child become mature and responsible.	63	32	1	0	3
The school provides an interesting range of activities outside lessons.	23	40	17	10	10

## **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**

69. Thirty children attend the reception class full-time and begin school in the September of the year in which they are five. When they start school, assessment evidence indicates that the knowledge, skills and understanding of the majority of children in personal development, communication and mathematical skills are above the Local Education Authority average although all levels of prior attainment are represented.
70. By the end of the reception year, attainment in creative and physical development and in knowledge and understanding of the world is similar to that expected of children of this age. Most have exceeded the national Early Learning Goals in personal, social and emotional development and mathematics. Attainment in communication, language and literacy is above expectations overall. Speaking, listening and reading skills are particularly well developed. Attainment in writing, although in line with that which might be expected of children at the end of the reception year, is not as high as other aspects of this area of learning. This is because children are not given enough opportunities to write independently. Standards overall have been maintained since the previous inspection when they were judged as in line with national expectations and sometimes better. However, the unsatisfactory curriculum prevents better achievement.
71. Elements of the National Literacy and Numeracy Strategies have been introduced in order to prepare the children for entry to the curriculum for Years 1 and 2. Although planning for other areas of learning is detailed and comprehensive, it is often based on separate subjects and does not fully address the national guidelines for provision for children in the Foundation Stage. Satisfactory progress is made overall with many children making good progress in reading. Children with special educational needs make good progress as a result of the very effective level of support provided.
72. The quality of teaching in the reception class is satisfactory overall and was good in 43 per cent of the lessons observed. No unsatisfactory teaching was seen. Major strengths lie in the teaching of basic skills and the effective promotion of good behaviour and positive relationships. The teacher has high expectations of attainment in reading and number acquisition. However, planning for the wider aspects of learning for children of reception age does not fully address the diverse needs of children of this age and does not meet the latest national guidance. Good teamwork between the teacher and classroom support assistant results in the children receiving effective help during activities. The children's attainment and progress in reading and mathematics are monitored systematically. However, current assessment procedures do not track the children's progress towards attaining the national Early Learning Goals in all six areas of learning and as such are unsatisfactory.
73. A Local Education Authority assessment procedure is used soon after children are admitted to the reception class. Parents are provided with satisfactory information and opportunities to get to know the school before their children are admitted. The accommodation does not currently provide a rich and challenging environment for learning in the Foundation Stage and there is no secure outdoor play area. Resources are just adequate to support learning in most areas but there are no resources such as large blocks, climbing apparatus and wheeled toys for planned outdoor play.

### **Personal, social and emotional development**

74. By the end of the reception year, most children will have exceeded the national Early Learning Goals in this area of learning.
75. Teaching in this aspect is satisfactory. Children respond well to the teacher's high expectations of behaviour, attitudes and relationships. Good opportunities are provided for the children to talk and listen to each other, especially in class discussion times. As a result, the children are developing good relationship skills and are interested in what they are being taught.
76. Opportunities for children to develop independent learning skills are limited. On the few occasions when groups of children are allowed to work on a specific task without direct supervision they respond well. A good example of this was observed in a mathematics lesson on three-dimensional shapes, when small groups were asked to build strong houses to protect the three little pigs from the wolf. These skills are inhibited by insufficient planned opportunities for independent learning and by organising the classroom into specific learning areas so that children know where to find the things they need and can put them away when they have finished an activity.
77. Good provision is made for the children to learn about their place in the school community, to be sensitive to the feelings of others and to understand the difference between right and wrong. The children taking part in school assemblies and during class worship clearly demonstrate a sense of the importance of the occasion.

### **Communication, language and literacy**

78. At the time of the inspection most children had already attained the national Early Learning Goals in speaking and listening and reading. The majority of children are in line to achieve the Early Learning Goals in writing by the end of the reception year and some will exceed them.
79. Most children are reading from the early reading books in the school's reading scheme. The quality of teaching is satisfactory. Basic reading skills are taught well. As a result, the children recognise and read many familiar words. Higher attaining children read accurately and fluently, using their knowledge of letter sounds to build up simple two and three letter words. The reading scheme currently in use is narrow and does not provide the children with a stimulating introduction to the world of books. The home-school reading records provide good opportunities for parents to make comments about their children's reading but do not include guidance for parents on how they might help them. In writing, there are insufficient opportunities for children to write independently. Although the technical aspects of handwriting are taught well, writing activities are often copying exercises and do not provide enough opportunities for the children to develop their writing skills at a pace appropriate to their ability. When given the opportunity, higher attaining children are able to write short sentences and phrases to tell a story or write their news.

### **Mathematical development**

80. Most of the children have attained or exceeded the Early Learning Goals in mathematics. This is principally due to the good teaching and emphasis placed on number activities. In the lesson observed, the teacher's high expectations and the brisk pace during class discussion time resulted in the children responding enthusiastically. They have a good grasp of number and can count to twenty and beyond in twos. They know how many days there are in a week and how many months in a year. Most



recognise two-dimensional shapes and higher attaining children can describe some of the attributes that make up three-dimensional shapes. The analysis of work done during the year indicates that the majority of children can work out addition sums to ten, with higher attaining children working with larger numbers.

### **Knowledge and understanding of the world**

81. The majority of children are in line to attain the Early Learning Goals in this area and teaching is satisfactory. The teacher and support staff provide good opportunities for children to learn and use the correct vocabulary related to the task they are doing such as testing various processes with sand and water. However, planning places too much emphasis on knowledge acquisition in individual subjects such as science, geography and history. This does not take full account of the needs of children in the Foundation Stage to help them develop exploration, problem solving and decision making skills. Although the children are provided with some opportunities to learn about the world around them, for example, making a beach in the sand tray and having a 'picnic' in the role play area, the learning environment does not provide a sufficiently wide range of activities to stimulate children's interest and curiosity. For example, the construction activity was to make a house for a pig. In one lesson observed, this resulted in children having to ask what they should do next when they had finished a task whilst others wandered from one activity to another. The children make satisfactory use of the mouse to control events on the computer screen. There are insufficient opportunities to learn about the beliefs and cultures of others.

### **Physical development**

82. Most children are in line to attain the Early Learning Goals by the end of the reception year and teaching is satisfactory. Planning for outdoor activity is unsatisfactory.
83. The children are confident and well co-ordinated. They show a good awareness of space and the safety of others. In the physical education lesson observed, the children were given good opportunities to practise and improve their skills. They throw, catch and pass beanbags with satisfactory control. They demonstrate a good ability to work in pairs and enjoy taking part in team games. Pencil control, cutting and sticking skills are satisfactory. Opportunities for children to take part in appropriate planned and challenging outdoor play activities are unsatisfactory and children do not get the opportunity to build, climb and crawl for example or to use wheeled toys.

### **Creative development**

84. Satisfactory opportunities are provided for the children to develop their creative skills and the majority are in line to attain the Early Learning Goals by the end of the reception year. Teaching in this aspect is satisfactory. Planning for the full range of experiences is unsatisfactory.
85. Children explore colour and line in their paintings and drawings. Work on display in the main corridor demonstrates good skills in the use of colour to make observational paintings of plants. They create satisfactory patterns with glue and sand but the activity was over-directed with too little opportunity to experiment. Children take a full part in assemblies and join in with the singing. In a music lesson observed, good links with previous work meant that the children were able to build upon their knowledge of early music notation and develop their skills in sustaining a simple rhythm. Most children can play and know the names of a range of percussion instruments. There are some limited opportunities for imaginative play.

## ENGLISH

86. The school has maintained the standards described in the previous report at the age of seven and improved the standards at the age of 11. In the national tests standards rose sharply in 2000 at the age of 11 and the target for the year was exceeded. The target set for 2001 is higher and the school is likely to exceed it. There are no significant differences in the attainments of boys and girls.
87. In the national tests for seven-year-olds in reading and writing in 2000 the results were well above average in relation to all schools and also when compared with schools serving similar areas. The inspection findings are that attainment is above average. The difference between this judgement and the national tests is because pupils read little in school beyond the books in the reading scheme and do not gain a wide enough knowledge and interest of literature from school. It is also because insufficient opportunities are provided for independent writing limit pupils' ability to use the skills that they have acquired in a wide range of contexts and for writing at length. The recent work completed with a temporary teacher in Year 2 shows a significant improvement in this aspect. Satisfactory progress is made between the end of the Foundation Stage (reception class) and age seven.
88. In the national tests for 11-year-olds in 2000 results were well above average and in the top five per cent in relation to similar schools. The inspection findings are that attainment is well above average. In the class for Years 5/6, pupils have more opportunities to extend and develop their writing in a wider range of contexts than in other classes. Because of this, attainment rises from above average to well above average in this class as pupils experiment with different forms of writing and use their very good skills in a variety of different contexts. There is an associated extension of reading skills in studying a class novel for example, and in visits to the theatre to see this as a play. However, pupils are still expected to read right through the reading scheme and this restricts progress for those who do not read extensively outside school and wastes time for those who can read at a level much beyond this. Satisfactory progress is made in the classes for pupils in Years 3-5 and good progress in the Years 5/6 class. Pupils who have two years in this class achieve very well as they have more challenge and a wider variety of experiences than the rest of Year 5. In other mixed age group classes it is difficult to see the difference in attainment in the different year groups, and between the average and higher attainers, as there is too close an adherence to published schemes. The size of classes and the limitations of the accommodation make group work very difficult, although during the inspection it was managed successfully by pupils working at tables outside. The trend over the last four years is one of improvement.
89. By the age of seven pupils have speaking and listening skills that are above the national average. Pupils listen carefully in lessons and answer questions fully. Pupils in Year 1 demonstrated good ability in choral speaking from memory when the class performed a story in assembly. In Year 2, pupils dramatised the speech when the whole class shared a large text story book. Higher attainers retell the story in their own words with appropriate facial expression and intonation. By the age of 11 pupils are articulate and confident in speaking aloud in class and group discussions. They discuss and evaluate their work with maturity, shown for example in a design and technology lesson when they evaluated both their own and other's work and made helpful suggestions for improvements.
90. By the age of seven reading is well above average. However, the requirement to read

every book at every stage of the reading scheme restricts opportunities in school for pupils to read widely and with interest or to achieve full potential. Higher and average attaining pupils are reading at a level in the reading scheme far below that of which they are capable, and the pupils from these groups were reading the same level books. The same books are also used for class group reading. Both average and higher attainers tackle complex words well, for example words such as 'satellite' and 'sputnik' presented no problems. Lower attaining pupils read at a level appropriate for their age and are beginning to use the text and the story to attempt new words and to correct themselves. These pupils and those with special educational needs achieve well as there is good support and careful teaching of the basic skills of reading. Library books are available for pupils to take home but the system is haphazard and depends on the child choosing this option. However, homework and the use of the home-school reading record to record reading from the scheme books are meticulous. By the age of 11 reading is well above average. Higher and average attainers are fluent in all aspects of reading, using good expression and intonation. They talk well about books and favourite authors, citing for example, Roald Dahl as an all time favourite. However their reading in school is still restricted by a close adherence to a reading scheme and they prefer the books that they have at home. Library books are available for Years 3-6 and they can choose both fiction and non-fiction, but again there is no system for ensuring that pupils read widely beyond the reading scheme. Lower attaining pupils at 11 read in line with the expectations for their age. Pupils with special educational needs achieve well in relation to their abilities because of the good quality support and encouragement they receive. The study of a class novel in the class for Years 5/6 has been enhanced by theatre visits, and the story used to link with a variety of writing experiences. Work on display indicates that pupils have not only enjoyed these experiences but have made good gains in their understanding of literature. The co-ordinator acknowledges that poetry and drama are areas for future development. The library has insufficient quality fiction books to interest and challenge pupils and there are no displays of books or any other devices to make pupils want to read.

91. By the age of seven pupils' attainment in writing is above average. Both higher and average attaining pupils write at a level above the expectations for their age. However the strengths in writing are mainly in the pupils' use of punctuation and the quality of spelling. Higher attaining pupils use words with imagination and a sentence structure more complex than average, mirroring their skills in reading. Achievement is constrained by the limited number of opportunities to write independently and for real purposes and for a variety of audiences. These opportunities have recently improved in Year 2 with the temporary teacher and there is an observable improvement in writing. For example, pupils produced guides to their school and zigzag books adding extra ideas and examples to the class large text story book. Lower attaining pupils achieve well and are at an average level for their age because of the careful teaching of the basic skills of writing for all pupils. Handwriting for almost all pupils is neat and well formed and almost always consistent in size. Pupils do not learn a joined script until Year 3. By the age of 11 attainment is well above average. Attainment rises in the class for Years 5/6 pupils because of the greater number of opportunities to use writing in a variety of contexts, and the teaching of the basic skills of writing is well incorporated into other purposeful writing tasks. In the other classes for pupils aged seven to 10, attainment is above average in the knowledge and understanding of the basic skills of writing but constrained by the disproportionate number of exercises and filling-in of work sheets at the expense of opportunities to use and consolidate these skills in imaginative work and in writing for real purposes. By the age of 11 almost all pupils write very neatly with a fluent and legible joined script. Higher and average attaining pupils spell complex words at a level above that expected for their age and use words with imagination and effect. Pupils of all levels of attainment organise and

punctuate their work well. The pupils with special educational needs achieve well in relation to their difficulties and this is due to the very careful teaching of basic skills and to the high levels of skilled support and encouragement that the school provides.

92. Some opportunities are provided to use literacy skills in other subjects although these are not thoroughly planned. Pupils in the Year 5/6 class show good use of writing skills in history and religious education. A good example of the integrated use of skills was observed in the Year 4/5 class in geography when pupils wrote their own questionnaires for a survey on local facilities and produced these on the computer. They demonstrated the ability to discuss the findings in groups and to produce a group summary of the findings.
93. The quality of teaching is good. It is very good in 29 per cent of lessons, good in 43 per cent and satisfactory in the remainder. The strengths of the teaching lie in the meticulous attention to the teaching of the basic skills of literacy. There are some weaknesses in teachers' understanding of the full range and breadth of experiences required to extend pupils' good skills into situations where they can use and apply them fully. The school has implemented the content of the National Literacy Strategy but presents it to pupils in its own way. This means that the teaching of basic skills is very effective but lacks the provision for sufficient opportunities beyond this narrow range of learning; for example in the communication of ideas and imagination or to read beyond the narrow limits of a reading scheme. This concentration on basic skills is very supportive of the lower attaining pupils who almost all achieve the average levels for their age. It does however restrict other pupils in the opportunities to read a wide breadth of literature and to write at length in appropriate and interesting ways. Too few opportunities are provided to develop speaking and listening skills although there are a few in other subjects, but these are not well focused into the school's overall curriculum planning. Sometimes too much time is spent in copying out spellings or on routine tasks with which pupils are already confident at the expense of more challenging and demanding work.
94. Teaching is best in Year 2 with the present temporary teacher and in the Years 5/6 class, where many more opportunities exist for different types of English work to be integrated together. At the time of the inspection in Year 2 there was less concentration on copying activities and fewer activities with restricted learning potential such as completion of exercises or filling in missing words than previously took place. In these two classes the pace of work is very good and teachers have high expectations of what pupils can do. In Year 2 a particularly good lesson was based on a book with large text to share as a class and pupils enjoyed the story of 'Not Now Bernard'. Pupils learned about speech marks and their function through dramatising the speech with puppets and improved the quality of their reading through the close attention to intonation. They retold the story, and average and higher attainers created extra suggestions to it. They learned about the idea of the main character in a book and were challenged to think and predict beyond the text. The lesson integrated speaking and listening, reading and writing skills well. A lesson in Year 5/6 class designed to improve the quality of story writing was very successful because pupils shared ideas in groups thus developing speaking and listening skills. They were challenged at all levels of attainment to produce a better version than the author's for 'what happened next' in a scenario from the class novel. Most pupils use metaphor with good understanding, consolidating previous learning for a good purpose. For example, 'the broken sea of bay windows' was used and then analysed by others.
95. Teachers keep good records of pupils' development in the acquisition of basic skills. They are less secure in knowing pupils' strengths and weaknesses in reading beyond

the confines of the reading scheme or assessing research skills or speaking and listening. There are insufficient planned opportunities for pupils to use the library for research, although average and higher attaining pupils in Year 6 know the purpose of the contents page and the index of a book and know where to locate books in the library. Homework is well used to reinforce the learning of basic skills such as spelling. Written work is marked carefully and regularly. In the best examples constructive comments are made that help pupils to improve their work. In the Year 5/6 class pupils set their own targets and assess how well they have done. This results in constant striving for improvement and gives them a greater understanding of their own learning.

96. The role of the co-ordinator has developed since the previous inspection. However, it is still unsatisfactory. There is insufficient understanding of the need to monitor attainment and to moderate work in different classes. Tracking of pupils' progress from year to year is in the early stages of development. Lesson observations are undertaken by the headteacher. There is insufficient understanding of the need to modify published schemes and materials to the specific needs of the pupils in the school. The scheme of work is simply the detail from the National Literacy Strategy and does not contain suitable guidance for teachers in terms of adapting this, for example for the needs of high attaining pupils or where links can be made with other subjects such as information and communication technology, although it is detailed in terms of basic skills. There is no library policy to guide the choice of books or to ensure that the range of books is updated to attract pupils to read. The range of non-fiction books in the library is just adequate for the number of pupils. Most books are of good quality but some are out-of-date and misleading. The range and quantity of fiction available is inadequate for the number of pupils and, although there are new books, does not keep pace with the changing tastes of pupils. Attempts have been made to make the library pleasant, with large cushions on which to sit for example and this is an improvement since the previous inspection. There is large quantity of reading scheme books, many of which are old, worn and dated. The school has an adequate range of dictionaries and thesauri although some classes need to borrow from others to have sufficient for particular tasks. Information and communication technology is beginning to be used but opportunities for word processing, particularly for drafting and redrafting work are not fully exploited. CD-ROM is sometimes used for research.

## MATHEMATICS

97. In the 2000 national assessments at the age of seven results were average when compared with national data and when compared with similar schools. A very high proportion of pupils achieved the national expectations in the tests but the percentage achieving a higher level was well below average. Teacher assessments did not match the test results and due to the teacher's absence during the inspection no explanation could be found for this. The trend over the last four years has been downward. Inspection findings are that pupils achieve above average standards in basic skills but are not able to apply them in different situations. Pupils considered to have high attainment are not sufficiently challenged and do not make the further progress they should. In the previous report standards were judged to be above the national average.
98. In 2000, pupils aged 11 attained test results that were above average when compared with both national data and with similar schools. The percentage of pupils attaining the nationally expected standard was well above average. The percentage of pupils achieving levels higher than the national average was not as good as expected when the pupils' performance in Year 2 was taken into account. However this was a small number of pupils and direct comparison can be misleading. Reading and writing skills prevent those with the very lowest attainment from attaining the required grade in the tests but they do have the key mathematical knowledge and understanding. The trend in test results is improving at the same rate as national results due to the quality of teaching in Year 6. The school is expected to achieve its target in the 2001 national tests. There are no differences in the results attained by boys and girls throughout the school. In the previous report standards were judged to be above the national average and these standards have been maintained as almost all pupils attain at least the national expectations.
99. By the age of seven pupils have secure basic calculation skills. They know some simple multiplication facts and add single figures together quickly. Pupils know the names of shapes and read simple block graphs. Written work and diagrams are untidy and figures often ill formed. Very recent progress in Year 2 in written communication skills and problem solving is good due to good teaching by a temporary teacher.
100. By the age of 11 pupils have a very sound grasp of multiplication tables and know simple addition facts. They use different strategies to perform calculations and explain their methods clearly. Mental arithmetic skills of all pupils are good and this supports their other learning. Pupils with all levels of attainment have a broad background in numerical skills, shape and space, data handling and problem solving. In the class for the oldest pupils rapid progress is made in all aspects of mathematics due to the teacher's very good subject knowledge, insistence on accurately and clearly presented work and the enthusiasm for mathematics conveyed to pupils. Written work in the classes for other pupils in Years 3-5 is untidy, diagrams are inaccurate and little work is recorded except filling in worksheets. In all year groups, except the class for Years 5/6 pupils, there is little difference in work throughout the year between those recognised as having high, average and lower attainment. The over-use of commercial worksheets prevents pupils making the progress they should in developing writing and mathematical communication skills and problem solving.

101. The school has implemented the National Numeracy Strategy in its own way. This is helping teachers to understand what those with average attainment should understand, know and do in each year. However most teachers find it difficult to manage two age groups and a wide range of attainment in one large class. Younger pupils in classes containing two different year groups often make better progress than older ones. This is often due to the narrow range in the level of tasks provided in each lesson. Those with special educational needs make good progress due to the good support provided by classroom assistants. In some lessons teachers talk for too long and do not give the independent activity enough emphasis and so pupils complete little work in the time allocated. The mental activity at the beginning of lessons is helping pupils remember number facts such as adding two numbers that are less than 10. During the inspection no activities were seen that developed pupils' understanding of pattern in number other than in Year 6. Good use is made of the concluding section of lessons to review and discuss work. Numeracy skills are used appropriately in other subjects such as science, geography and design and technology.
102. The quality of teaching is satisfactory, reflecting the judgement of the previous inspection. Of the seven lessons seen during the inspection three were good and one was very good. These were in Year 2 and the in the class containing Years 5/6 pupils. Teaching in other classes was satisfactory. Teaching in Years 1 and 2 is satisfactory overall despite the good teaching of the temporary teacher in Year 2. In Years 3-6 it is also satisfactory. All lessons are carefully planned and resources well prepared. Classroom routines are securely established and behaviour is good. Although, in long presentations by class teachers some pupils lose concentration, they do not distract others. In most lessons pupils are self-motivated and try hard. Where teaching is most effective there is rigorous development through the small steps needed to help pupils understand the work. This is supported by very good subject knowledge. Careful attention is given to correct mathematical notation, giving pupils a firm foundation for higher order work at a later stage in their education. For example, in a lesson where pupils were revising and extending their understanding of co-ordinates, they were expected to include brackets and commas in their answers. There are high expectations of all pupils, including those with special educational needs, to respond orally, to complete tasks in a given time, to present their written work carefully and to remember facts. Every opportunity is taken to reinforce key skills during question and answer sessions. Relationships with pupils are very good. Lessons are stimulating and challenging and pupils enjoy them. The teacher knows the levels of attainment and the strengths and weaknesses of pupils' understanding through careful assessment and uses this information to ask questions and to set written tasks. A mature approach to accepting and learning from mistakes is developed so that pupils are not frightened to try to answer questions.
103. In some lessons individual whiteboards are used ineffectively. Pupils' work is wiped clean before it is checked and so some pupils do not complete any tasks correctly and the teacher does not know this. In other lessons teachers are unable to keep a check on all pupils to see if they are completing enough work because of the large class size. Occasionally teachers use incorrect terms or give incorrect explanations that may cause problems in pupils' learning at a later stage. Marking is of variable quality. Where it is good, pupils are given help to improve. Where it is ineffective, work is marked right or wrong, sometimes incorrectly and no support is given to the pupils except 'well done' comments. Learning support assistants working with pupils with statements of special educational need use marking well to recognise progress and help pupils improve.
104. Co-ordination of this subject is unsatisfactory. The co-ordinator does not have a clear

view of the specific weaknesses in the subject, of the standards achieved in tests or of the quality of teaching throughout the school. Teachers are using a new commercial scheme of work but no work has been done to ensure that the materials are at an appropriate level for pupils starting with above average attainment or to ensure that all aspects of the National Curriculum are covered appropriately. Additional non-statutory tests are carried out in Years 3, 4 and 5 but tracking pupils' progress from year to year is in the very early stages of development. There are sufficient good quality practical resources to support learning. Insufficient use is made of information and communication technology to support the subject although pupils are taught to enter data into a spreadsheet and to produce graphs at an appropriate level.

## **SCIENCE**

105. The year 2000 teacher assessment results for seven-year-olds indicate that all pupils attained the expected level and over 40 per cent attained the higher Level 3. This was very high when compared with the results of schools nationally and average for similar schools. Pupils in the current Year 2 are attaining standards that are above national expectations. This is because almost all pupils are already attaining the expected level with some higher attaining pupils in line to attain Level 3. This indicates an improvement since the previous inspection when standards were judged as satisfactory.
106. In the Year 2000 tests for 11-year-olds, pupils' performance was below both the national average and the average for similar schools. This was not typical of the results attained in previous years, which were at least average. The proportion of pupils attaining the higher Level 5 was broadly in line with the national average. The school has analysed weaknesses and worked hard to raise standards, particularly in investigative science in the Year 5/6 class, and this has resulted in a significant improvement. Most pupils in Year 6 are working at the expected level and approximately 35 per cent of pupils are working at a higher level. Attainment is judged to be above national expectations. Standards have been maintained since the previous inspection but with a dip in 1999 and 2000 that has now been rectified.
107. Evidence from pupils' work done during the year and in lessons reflects the increased focus on the development of investigative work. This is particularly so in the Year 5/6 class where pupils' work shows clear evidence of good skills in both independent and collaborative investigation. Opportunities for scientific enquiry in other classes in the school are beginning to emerge. However, work in pupils' books indicates that there is too much emphasis on knowledge-based work without the related opportunities for investigation. Class sizes in Years 3 to 6 are large and classroom accommodation is limited. However, the best practice seen in one class indicates that significant improvements can be made in all classes. Pupils in Years 1 and 2 take part in practical activities but opportunities for investigation and scientific enquiry are too limited. Pupils with special educational needs are well supported and achieve well in relation to their ability.
108. By the age of seven, pupils show a good understanding of healthy and unhealthy food. They know that electricity in the home comes from batteries and the main supply. They use diagrams and labels to illustrate their understanding of materials. For example, they classify different materials according to how they can be manipulated. In the lesson observed at Year 2, pupils demonstrated a good understanding of some of the similarities and differences between people. They enjoyed the 'hide and describe' game and made sensible and often accurate guesses as to which pupil was being described according to his or her physical features.



109. By the age of 11, almost all pupils are in line to attain the expected standard in this year's national tests and an additional 35 per cent set to achieve the higher level. By the age of 11, pupils' setting out of experiments indicates that the majority has a very secure understanding of scientific method. This is because in Class 6 they are provided with many opportunities to pose scientific questions and make their own decisions on how answers can be found. They predict what might happen before starting an investigation and understand the significance of fair testing and changing variables. Most pupils in this class have made good progress during the year in learning how to draw valid conclusions from their results. This was observed, for example, in their work on finding out what happens to plants when they are deprived of light. Work completed during the year indicates that satisfactory opportunities are planned for pupils to use their mathematical skills and they use graphs and charts appropriately to record their results. Limited opportunities are provided for pupils to make use of information and communication technology in their work. Although the school has identified investigational skills as an area for development, this is not as yet at the core of teaching and learning in other classes in Years 3-6.
110. The quality of teaching is satisfactory for Years 1-2 and good for Years 3-6 with half of lessons being good or better. No unsatisfactory teaching was seen. Teachers have a secure knowledge of the subject. Although the development of the investigative aspect of science is a priority for the school, this has not become a consistent part of planning, teaching and learning. Lesson planning contains clear learning targets and activities that build effectively on what pupils have learned in earlier lessons. However, planning does not provide enough challenge for higher attaining pupils. The quality of ongoing assessment through questioning is satisfactory overall and is good in the Years 5/6 class. Lessons are generally organised well and teachers manage pupils very effectively, especially in the large classes in Years 3-6. Pupils' attitudes to learning science across the school are good. In the lesson observed in the Years 5/6 class, the pupils' approach to investigation of evaporation was excellent as they worked in groups to organise their experiments and reflect on their findings. Pupils across the school work together well. They listen carefully and are willing to contribute their own ideas to class discussions. Occasionally, when the pace of lessons slows, they do not work as productively as they might.
111. The science curriculum is generally broad and balanced. Long-and medium-term planning addresses the most recent programme of study, which the school has reviewed and adapted to meet the needs of the pupils. Assessment and recording procedures provide a clear and systematic basis for monitoring pupils' progress. Teachers assess units of study throughout the year. Assessment information is used satisfactorily to provide information for reports to parents and to pass onto the next teacher. However, insufficient use is made of this information to guide planning, particularly in ensuring that work is well matched to the prior attainment of all groups of pupils.
112. The co-ordinator's role now includes opportunities for monitoring planning. This indicates an improvement since the previous inspection when the role was identified as under-developed. There is still some way to go as currently the co-ordinator does not have sufficient opportunity to monitor teaching and standards of work. The subject makes a good contribution to the pupils' moral and social development through opportunities for collaborative work and consideration of health and environmental issues.

## **ART AND DESIGN**

113. Because of the way in which the school organises its curriculum, no lessons were observed in art and design and no judgement can be given about the quality of teaching. A scrutiny of pupils' work on display indicates that standards are in line with national expectations at ages seven and 11 matching the findings of the previous inspection. A satisfactory range of two-dimensional work was on display but little three-dimensional or textile work was seen. Pupils are introduced to the work of famous artists and attempt work in various styles in relation to this. The weaving in Year 1 demonstrates a good link with a topic on materials in science. Pupils in Year 2 produced good quality work in the style of Mondrian and there was also good use of information and communication technology. Work in the Year 4/5 class in the style of Andy Warhol shows satisfactory understanding of repeated pattern and colour change. The work seen in the school is colourful but unadventurous. Progression of development of skills as pupils get older was not evident from the displays. For example, the work from the Year 3/4 class was better than that from the Year 4/5 class. The subject makes a satisfactory contribution to pupils' cultural development but there is no specific planning to introduce pupils to art from cultures other than Western European.
114. The subject is co-ordinated well. In-service training has been attended and staff have been briefed well. The subject guidance meets the latest national requirements and the school has just begun to implement this. No monitoring of teaching and learning takes place as yet and there is no portfolio of moderated work to help teachers have appropriate expectations of standards in each year group. However the co-ordinator does monitor work on display and holds informal discussion with teachers. Accommodation is cramped making practical work difficult.

## **DESIGN AND TECHNOLOGY**

115. Standards of attainment in design and technology are in line with those expected nationally throughout the school. Standards have been maintained since the previous inspection. The mature approach to evaluation fostered by the teacher and attained by pupils in the class for Years 5/6 pupils is a strength of the subject.
116. By the age of seven pupils have gained specific construction skills. For example, they make winding mechanisms and fix boxes together. They follow instructions to make models and test the outcomes. They describe the properties of materials using words such as 'flexible'. They build models using a range of construction materials, modifying their ideas as they work. They draw pictures of what they are going to make. Learning is limited by too few opportunities being provided for pupils to create their own designs and to select their own choice of materials to create their models. This was also noted in the previous inspection.
117. By the age of 11 pupils have a very mature understanding of the design process. They actively seek advice from each other and willingly give and take constructive criticism. The written and drawn presentations of their designs are not as good as the quality of mental preparation undertaken. Models are well finished and carefully constructed to meet a design brief. Pupils work exceptionally well in groups. All members of each group contribute. Pupils test their models against their design brief and compare the outcomes of different approaches. All pupils know and understand safety procedures. For example, pupils in Year 3 clearly explained what had to be done before and during an activity to test different breads and spreads to keep the food as germ free as possible. Pupils in the Year 4/5 class demonstrated how to use a saw and cutting block correctly. Pupils are given the opportunity to work with a wide range of materials

including electric motors. Information and communication technology is insufficiently used to extend learning.

118. The quality of teaching is good overall. In Years 1 and 2 teaching is satisfactory. The teaching of older pupils is at least good. Standards of teaching have been maintained since the previous inspection. Teaching is excellent in the class for the oldest pupils and this leads to rapid progress. In all lessons teachers develop vocabulary carefully. Relationships between teachers and pupils are very good. Pupils are expected to complete their tasks without fuss and understand and follow classroom routines. These expectations ensure that all pupils make progress and are actively involved during the lessons. In the best lesson, literacy and numeracy skills were extended by the teacher and used well by pupils. For example, pupils considered the best way to make several pieces of wood exactly the same length. Plenty of opportunity was provided for pupils to take control of class discussion and to listen to and respond to each other's questions. Classroom routines were so well established that the very large number of pupils in a cramped classroom managed to organise their equipment and work safely and imaginatively with little direction from the teacher. The teacher's own subject expertise and knowledge of the pupils contributed greatly to the progress that pupils made. Where teaching is least effective, young pupils work with sand or construction materials without any guidance or challenge to design or make something for a purpose and the early skills of recording are neglected. In all classes pupils with special educational needs take a full and active part in lessons and make good and sometimes very good progress due to the high quality of support provided by classroom assistants.
119. Co-ordination of the subject has improved since the previous inspection and is satisfactory. The co-ordinator has a clear vision of how to develop the subject. A secure scheme of work is in place that covers a range of types of activity, explores the use of different media and meets the requirements of the latest curriculum guidance. Moderation of the scheme of work is ongoing, based on contributions from teachers about the success of different approaches. Assessment of pupils' work by class teachers, assessment of standards throughout the school, and observation of teaching to improve provision are in the very early stages of development. The quantity and quality of practical resources are good but these are scattered throughout the school and not efficiently managed. There is insufficient use made of information and communication technology to support the subject.

## **GEOGRAPHY**

120. By the age of seven and 11 attainment in geography is broadly in line with national expectations. At the time of the previous inspection, standards for seven-year-olds were broadly average and for 11-year-olds were above expectations. Although current standards for 11-year-olds would indicate a decline since then, less time has been spent on geography in response to national initiatives in literacy and numeracy. Pupils make satisfactory progress over time throughout the school. The quality of learning in the lessons observed was of a good standard. Pupils with special educational needs are provided with good levels of support and make good progress as a result.
121. Pupils in Year 2 can find places they have visited on a map of Europe as part of their work on Spain. They learn about aspects of Spanish culture and know that traditional costume is different from everyday clothes. In the lesson observed, pupils were provided with a good range of books and artefacts for research. As a result, by the end of the lesson they were able to produce 'guide books' on Spain. Work in books is neat and well organised, reflecting high expectations of presentation. Pupils write accounts

of life on a Scottish island. They are developing an understanding of map-making in the locality and higher attaining pupils are able to write directions in logical sequence. Good opportunities are provided for them to consider the environment. This was evident in their work on the improvements they would like to see in the school grounds and a survey of the shops in the town centre.

122. By Year 6 pupils in the lesson observed demonstrated good recall of facts about countries in Europe. They were able to follow spoken directions to find the route from Leeds to Kettlewell on a map. The teacher's very clear instructions and use of technical vocabulary helped this. They know the eight points of a compass and can use these reasonably accurately to find places on a map. Higher attaining pupils use their mathematical knowledge to work out approximate distances. Work done during the year indicates that most pupils have a clear understanding of how to draw and interpret cross-sections of a landscape. This was evident in their work on settlements when they were deciding on the advantages and disadvantages of specific locations.
123. In all lessons seen, the quality of teaching was good. Teachers provide good opportunities for discussion. Pupils respond well and are keen to take part in discussions and activities. Resources are used effectively to promote learning. Good opportunities are provided for pupils to learn about moral, social and cultural issues. Pupils are managed very well and relationships are good at all times. There are too few opportunities overall for pupils to investigate and interpret results although this was done well in the work in the Year 4/5 class when pupils wrote, interpreted and discussed the findings of their own questionnaires on local facilities.
124. The relatively recent policy provides a good framework to support teaching and learning. Medium-term planning covers the programme of study for the subject and takes account of the most recent curriculum review and guidelines. Teachers keep records of pupils' progress in the subject and these are used to inform reports to parents and to pass onto the next teacher. However, teachers' knowledge of what pupils know and understand is not used well to help them plan the next lessons. This results in some lack of challenge for higher attaining pupils. The co-ordinator has a clear overview of the subject and works hard to continue to develop her expertise through attendance on in-service training courses. Although she monitors teachers' planning, opportunities for monitoring the quality of teaching and the standards of pupils' work are limited.

## **HISTORY**

125. One lesson was observed in Years 1-2 and two in Years 3-6. Judgements are based on these observations, evidence from pupils' previous work and discussions with pupils. Standards of attainment are in line with national expectations by seven and 11 years of age and standards have been maintained since the time of the previous inspection. Pupils throughout the school make satisfactory progress. Pupils with special educational needs make good progress. This is because they are provided with good levels of support.
126. By the end of Year 2, pupils understand some of the differences between life now and in the past. They compare day-to-day life in Victorian times and the present day and identify differences between old and new objects. They write factual accounts of famous people, for example Florence Nightingale, and compile diaries about the Great Fire of London as if they are Samuel Pepys.
127. By the age of 11 pupils have a satisfactory understanding of life in Tudor times. Their

writing demonstrates that they understand how the Tudors came to power and know some of the aspects of Henry VIII's life. They are developing satisfactory skills in using evidence, for example, when comparing weddings that took place in Bermondsey in 1592 and 1992. They have a clear understanding of some of the differences between aspects of life now and in the recent past and recognise the importance of using primary and secondary sources for research. This was evident in their work on interpreting information from photographs from the earlier part of the twentieth century.

128. The overall quality of teaching is satisfactory. Teaching in one third of lessons seen was good. Teachers have sound subject knowledge. Pupils are well managed and relationships are based on praise and encouragement. A good amount of work is covered over the year especially in classes 3, 4 and 5. Teachers expect pupils to present their work neatly and this results in most work being well organised. In some classes, pupils are provided with good opportunities to develop their enquiry skills through interpreting evidence. Evidence indicates that on occasions higher attaining pupils are expected to do more challenging work, for example to explain some of the causes and effects of the plague, but overall, such planned activities are limited.
129. Satisfactory links are made with literacy, for example, diary and account writing. There are few links between history and information and communication technology. A range of visits is provided, for example, pupils in Years 3/4 have visited the Archaeological Research Centre in York and, Years 4/5 Eden Camp as part of their work on Britain since the 1930s.
130. The policy for the subject provides a sound framework for teaching and learning. Planning fully addresses the programme of study and takes account of the most recent curriculum revision and guidelines. Teachers maintain individual records of what pupils have learned and ensure that information on attainment is passed onto the next teacher at the end of the year. Assessment information is not used effectively to plan work for different ability groups. The co-ordinator has a clear overview of developments within the subject. Teachers' planning is regularly monitored. However, opportunities to monitor teaching and standards of work are insufficient. The subject makes a good contribution to pupils' moral, social and cultural development through its study of social and political aspects of life in the past.

## INFORMATION AND COMMUNICATION TECHNOLOGY

131. By the age of seven standards of attainment are in line with those expected nationally. By the age of 11 standards are below those required. In the previous inspection standards were judged to be below average across the school. Much progress has been made this year to meet the most recent national requirements. A government grant, linked with additional money raised by parents, has enabled the school to create a computer suite out of corridor space and ensure that good quality computers are available in each classroom. A classroom assistant with considerable expertise works alongside teachers to plan lessons focused on specific skills. Teachers have undergone some training in the use of computers and more is planned.
132. By the age of seven pupils log on to the computer system and open a program. They save work and find their own files with support. All are confident exploring the use of different icons and drop down menus. They understand and use a range of technical terms associated with computing. They have a clear understanding that different information and communication technology equipment responds to commands in a set form. For example they know that a moving toy has to be programmed in a certain way for it to work. Pupils control a mouse well. They collect and enter their own data into a simple program and produce block graphs. They find information from a simple database. They have some skills using a word processor, including editing work. There are insufficient opportunities to link work to other subjects.
133. By the age of 11 pupils have been introduced to word processing and data-handling skills at the level expected nationally. They are given the opportunity to use other computer programs requiring an element of control but have no experiences with physical sensors. They have little knowledge of the place of information and communication technology in society. Although all pupils experience training in key skills, too few opportunities are provided for them to consolidate those skills and to use them to support learning in other subjects. A few examples were seen in the use of data handling in mathematics and the production of questionnaires for geography. The progress of pupils with special educational needs is very good in information and communication technology lessons and they achieve the same standards as others in their class in computer skills.
134. The quality of teaching in specific information and communication technology lessons throughout the school is at least good. Half the lessons seen were very good or excellent. Two lessons were observed in Years 1-2 and two for older pupils. A classroom assistant led three of these lessons, following the targets and using the program selected by the class teacher. A good lesson taught by a class teacher was well supported by the classroom assistant. The considerable expertise of the classroom assistant in all aspects of computer management and her knowledge of the programs means that little time is wasted setting up activities or struggling with hitches that can occur when using computers. In most lessons pupils are taught in groups. This allows every pupil to use a computer independently and for the instructor to ensure that all pupils are able to achieve the targets and make good progress. Although specific lessons are of high quality, teachers make insufficient use of computers in the classroom or of the suite. Teachers' expertise has improved since the previous inspection but is not yet sufficient to meet the needs of the most recent curriculum. Assessment and recording of attainment is in the early stages of development, although some initial assessment by the classroom assistant to decide starting points for each group was very good.
135. Co-ordination of the subject is satisfactory and the school is committed to an

improvement in standards. A recently prepared scheme of work takes into account the stage of development of the school and is intended to be modified as pupils' and teachers' skills are improved. Sufficient resources have been purchased to meet the requirements of the curriculum. There has been insufficient opportunity to develop the skills needed to use some of the very recently purchased items needed for work in Year 6. Initial installation difficulties have hindered the development of the use of the Intranet and of E-mail. The teaching assistant has produced high quality, well-designed and finished guide sheets. These give older pupils more independence when using different programs. A computer club for older pupils helps them improve their skills.

## MUSIC

136. Standards attained by the age of seven are in line with those expected nationally. Standards attained by the age of 11 are below those required. Standards were judged to be satisfactory in the previous inspection. The decline in standards is due to the recent emphasis placed on literacy, numeracy and science and the lack of time that the school has had to meet the demands of the most recent music curriculum.
137. By the age of seven pupils sing familiar songs, hymns and nursery rhymes in tune and with good diction, pitch and rhythm. They enjoy putting actions to songs and participate in activities enthusiastically. They follow a conductor intently when playing percussion instruments. They show remarkable control in handling instruments and do not play out of turn or fiddle with the instruments when the teacher is talking. They are beginning to understand that symbols can be used to represent sounds and to create sounds based on a sequence of symbols. They know what songs they like best.
138. By the age of 11 pupils sing well in unison. More complex singing skills are not sufficiently well developed. Pupils have a very limited knowledge of a range of music from different times or cultures or of composers. Not enough opportunities are provided for pupils to compose music using percussion instruments. Most pupils have some understanding of formal notation at a very elementary level. All pupils in Years 3 to 6, including those with special educational needs, have the opportunity to learn to play an instrument of their choice and a good proportion take up this option. This makes a considerable contribution to the standards attained by individual pupils.
139. The quality of teaching throughout the school is satisfactory with good teaching in a class led by a temporary teacher. No judgement was made on teaching in the previous inspection report. Singing lessons are well supported by a good pianist whose contribution enables pupils to develop accuracy of pitch and rhythm. In general teachers lack confidence and expertise in music and as a result some activities are uninteresting. Relationships with pupils are very good and classroom routines so well established that even when work is tedious, behaviour is very good and pupils listen well. In the best lesson the expertise of the temporary teacher enabled her to structure the lesson extremely well so that the pupils' skills were steadily developed and work became increasingly more demanding. Good use was made of musical instruments and there were high expectations of pupils' attentiveness, participation, and the amount they could learn in the lesson. Pupils with special educational needs make the same progress as others in their class, which is satisfactory in Years 1-2 and unsatisfactory in Years 3-6.
140. No judgement can be made on the quality of co-ordination due to staff absence and the lack of documentation available; for example an action plan to show how standards and provision will be improved. There is no monitoring of teaching and standards attained.

Assessment of pupils' skills is underdeveloped. A scheme of work has been written that is linked to the most recent advisory documents but it is not clear in the scheme how the national requirements are to be met. The school has a good supply of tuned and un-tuned musical instruments for class activities, although these are not organised so that efficient use can be made of them. Pupils also benefit from a good bank of tuned musical instruments that are loaned to them when they begin specialist instrumental lessons. There is an unsatisfactory range of music for listening. Information and communication technology is not used sufficiently to support learning. Good opportunities are provided for all pupils to participate in concerts, singing, and playing for parents. Music makes a satisfactory contribution to spiritual, social and cultural development although insufficient attention is given to music from other cultures.

## **PHYSICAL EDUCATION**

141. Standards at ages seven and 11 in games and dance are in line with national expectations. It was not possible to observe other aspects of the subject although these are fully addressed in the scheme of work and in planning. Too few lessons were observed to give a judgement on teaching. Pupils in Years 4, 5 and 6 take part in swimming for half of each school year. As a result, by Year 6, standards in swimming are above national expectations reflecting the high swimming standards reported at the time of the previous inspection. The standards reported in other areas of physical education in the previous inspection report were judged as higher than national expectations. Although this would indicate a decline since that time, national initiatives have changed the focus on the amount of time that schools are expected to place on subjects other than English, mathematics and science. The school does not provide equal opportunities in games lessons in classes for Years 4/5 and 5/6 as boys and girls are taught different games skills separately. However, pupils with special educational needs are fully included in all aspects of the subject and make good progress.
142. Pupils in Year 2 are very responsive to music in their dance lessons. They listen carefully to their teacher and to the music. They demonstrate that they can clap in time to a musical phrase and can count the correct number of beats. They are beginning to understand and execute simple country-dance steps. Most are able to march and skip to the beat of the music. The teacher's effective management skills and good relationships promote responsible behaviour and pupils demonstrate a good awareness of space and the safety of others.
143. By the age of 11, boys and girls demonstrate satisfactory skills in bowling, batting, throwing and catching when playing cricket and rounders respectively. They use their bodies to obtain the best stance before letting go of the ball and know how to bring the ball into the body when catching. A particular strength in this area of the curriculum is the high level of sportsmanship. Attitudes and relationships are very good. Pupils follow the rules of the game well and are able to organise themselves when the teacher is working with another group of pupils. Teachers across the school provide good levels of skills teaching and demonstrate good subject knowledge.
144. The co-ordinator monitors teachers' planning but currently does not have the opportunity to evaluate the quality of teaching and learning throughout the school. All pupils in Years 3-6 are given the opportunity to represent the school in a good range of activities. This is much valued by the school and a list is kept in a special book in the trophies display case. The school provides a good range of out-of-school sports activities. These include athletics, tennis and football for boys and girls. In addition,



older pupils take part in an orienteering course. Pupils in Year 6 take part in an outdoor adventurous activities week in the North Yorkshire Dales during the summer term. Physical education makes a good contribution to spiritual, moral, social and cultural development through the promotion of teamwork, individual endeavour and sportsmanship.