

INSPECTION REPORT

NEW PARK COMMUNITY PRIMARY SCHOOL

Harrogate

LEA area: North Yorkshire

Unique reference number: 121396

Headteacher: Mr R Prydderch

Reporting inspector: Mr M Johnstone
21114

Dates of inspection: 3rd – 7th July 2000

Inspection number: 190955

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Skipton Road Harrogate Yorkshire
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Appropriate authority:	The Governing Body
Chair of governors:	Wing Commander M V Bottomley
Date of previous inspection:	June 1996

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INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr M Johnstone	Registered inspector		The characteristics and effectiveness of the school The school's results and achievements Teaching and learning
Mr G Norval	Lay inspector		Pupils' attitudes, values and personal development Partnership with parents and carers Pupils' welfare, health and safety
Mr D Walters	Team inspector	Science Geography Physical education	Quality and range of opportunities for learning
Mr D Kilborn	Team inspector	Mathematics Information technology Early years	Leadership and management
Mrs R Webber	Team inspector	English Art Design and technology Equal opportunities English as an additional language	
Ms J Radford	Team inspector	History Music Religious education Special educational needs	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is housed in two old buildings, one of them on two levels. It is a large community primary school for boys and girls aged 4 – 11 years. There are 313 pupils on roll, which is about 30 more than at the time of the previous inspection. There are 180 boys and 133 girls in 11 classes. The socio-economic circumstances of the pupils' families are broadly average. The school roll includes 47 per cent of pupils from outside the normal catchment area of the school and 15 per cent of pupils who come from service families. Together with general pupil mobility, this results in up to 10 per cent of pupils arriving or leaving in any one academic year. Children are admitted into the two Reception classes in the school year in which they are five. Children whose birthdays fall between February and August (just under a half of the intake) are admitted part-time for the first term. Assessment on entry indicates that overall attainment is below average, although the full range is represented. The percentage of pupils who are eligible for free school meals (6.7 per cent) is below the national average. There are five pupils who have English as an additional language; this is a bit higher than in most schools. The percentage of pupils who are identified as having special needs (20 per cent) and those who have a Statement of Special need (0.9 per cent) is similar to the national average. The school has a special needs unit for ten Key Stage 2 pupils. The local education authority funds this. The unit is seen as an integral part of the school and pupils are integrated into school activities as appropriate.

HOW GOOD THE SCHOOL IS

This is an effective school in most areas of its work. The headteacher has galvanised the school into one purposeful unit where good teamwork and a shared commitment are developing successfully. Children get a very good start to their school life in the Reception classes and attain good standards by the end of Key Stage 1. These good standards are beginning to work through into Key Stage 2. By the age of eleven, standards in mathematics and science are close to national average. In English, pupils speaking, listening and reading skills are similar to those found in other schools but standards in writing and information technology are not high enough. Teaching has improved and is now good across the school. Both the capacity for improvement and value for money provided by the school are good.

What the school does well

- Children are given a very good start to their school life in the two Reception classes
- Standards are good in English, mathematics and science by the end of Key Stage 1.
- The headteacher provides strong and effective leadership and there is a clear commitment to improvement.
- The governors are highly effective in shaping the direction of the school and have a good understanding of its strengths and areas for improvement.
- Teaching has improved and is now good across the school.
- Pupils have good attitudes to learning and behave well. Their spiritual, moral, social and cultural development is very well promoted.
- There is good provision for pupils who have special needs both in the unit and across the school.

What could be improved

- Standards in writing by the end of Key Stage 2.
- Standards in information technology across the school.
- The consistency and use of assessment in subjects other than English and mathematics.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Improvement since the previous inspection in June 1996 has been good in most areas. The headteacher and governing body have set a clear and purposeful direction for the work of the school. The divide between the work of Key Stages 1 and 2 has been successfully overcome. Monitoring by the headteacher and key co-ordinators to assess what works and what does not has improved markedly and is now good. There is better use of assessment in English and mathematics, although there are inconsistencies in other subjects. Marking has improved and is now good. Standards in Key Stage 1 have improved and are now above the national average. In Key Stage 2, they have been largely maintained. Weaknesses remain in writing at Key Stage 2. Standards in information technology have not kept pace with national developments in the subject and standards are not yet high enough. The appointment of a significant number of new staff over the past three years has improved the overall quality of teaching and is helping to raise standards. Teaching of religious education is now better and ensures effective learning. The length of the school day has been amended to meet national requirements and all necessary information is contained in the school brochure. Key subjects now have schemes of work, although there is still work to be done on others.

STANDARDS

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

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

Most children enter school with attainment below that found nationally. They make good progress in the Reception classes and by the age of five, meet the standards expected for this age group. This good progress is continued through Key Stage 1 and standards are above the national average in reading, writing and mathematics.

The table above shows that in the 1999 tests, standards in mathematics and science were high enough to be above the national average. In English, they were not high enough as a result of weaknesses in pupils' writing. Progress has been satisfactory overall in Key Stage 2 but better teaching over the past year is increasing the pace of pupils' learning. Inspection evidence of standards for pupils who are currently in school generally concurs with this picture of standards. By the end of Key Stage 2, standards are similar to the national average in mathematics and science. In English, standards in reading are similar to the national average but writing is still below this. The variation between test results in 1999 and inspection evidence reflect the higher number of pupils who have special needs in the present Year 6 and the impact of pupil mobility. The targets set by the school are realistic and achievable and reflect the differences in the various groups of pupils. Pupils who have English as an additional language and pupils who have special educational needs are doing well because the support they receive is well targeted.

The comparison of the school's performance with similar schools, based on free school meals, is unfair on the school. It does not reflect changes in the socio-economic backgrounds of the pupils, the mobility of service families and the counting of pupils in the special needs unit in the

school's results. When taking these factors into account the school's results are high enough in all subjects, except for English, where standards in writing are too low.

Standards in religious education meet the requirements of the local agreed syllabus. In information technology standards are below national expectations and are not high enough. Work in art is better than normally seen for pupils' age and in physical education, swimming skills are good.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy school, have good attitudes to work and try hard. Children who are under five settle quickly into school, are happy and well motivated.
Behaviour, in and out of classrooms	Good. Pupils are courteous and respond well to the behaviour code, particularly in classrooms. They show good self-control and respond well to the school's high expectations.
Personal development and relationships	All staff have a good knowledge of pupils' needs and this supports pupils' personal development effectively. Relationships are good.
Attendance	Attendance is good. It exceeds the new national target of 95 per cent, and has a significant effect on pupils' academic progress.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5-7 years	Aged 7-11 years
Lessons seen overall	good	good	good

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

Most of the teaching is good and impacts well on pupils' learning at all stages. The pupils respond well to the teachers' high expectations, good relationships and classroom management. This ensures that pupils work hard and enjoy their learning. The quality of teaching has improved since the previous inspection when it was judged to be satisfactory. None of the teaching is less than satisfactory and 63 per cent is at least good. This includes nine per cent that is very good and one per cent that is excellent. Whilst there is no significant difference in the quality of teaching between key stages, there is a slightly higher percentage of very good teaching in Key Stage 2. The teaching of children who are under five is consistently good. Teaching meets the needs of all pupils and the teaching of pupils with special needs in the school and in the unit is good. This enables them to make good progress and achieve well.

In both key stages, the teaching of English and mathematics is mostly good. The literacy and numeracy hours have been established well and have brought a consistent and effective approach to teaching and learning. There are weaknesses in the teaching of writing at Key Stage 2. Teachers do not provide sufficient opportunities for pupils to write at length in all subjects and skills in handwriting and spelling developed well in Key Stage 1 are not built on effectively enough in Key Stage 2. Science and art are well taught and enable pupils to make good progress. There is some good teaching in religious education, music and physical education, although there are weaknesses in the teaching of information technology.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good for children who are under five and satisfactory in both key stages. Planning for the development of skills from year to year is not effective enough in some subjects.
Provision for pupils with special educational needs	Good. This enables all pupils, including those who are in the special unit, to make good progress with the targets in their individual education plans.
Provision for pupils with English as an additional language	Pupils' with English as an additional language benefit from good support in the classroom and participate in all school activities. They make similar progress to all other pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Very good overall. Moral and social development are very good and support work effectively in all aspects of the curriculum. Spiritual and cultural development are good and have improved since the previous inspection.
How well the school cares for its pupils	Good. The school motto, 'Putting children first' is reflected in all its work. Planning effectively from what pupils already know is satisfactory in English and mathematics. It is underdeveloped in other subjects.

The school has a good relationship with parents. There is a strongly supported Parents, Teachers and Friends Association and a large group of parents help in the school. The large majority of parents are supportive of the school in all areas of its work.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The strong and effective leadership of the headteacher has been highly successful in creating a shared vision for the school. There is a commitment to raising standards and equality of opportunity.
How well the governors fulfil their responsibilities	The governors fulfil their statutory responsibilities and are highly influential in shaping the direction of the school. They hold the school accountable for its standards and help set future attainment targets.
The school's evaluation of its performance	The monitoring of teaching and learning throughout the school has greatly improved and is impacting well on pupils' attainment.
The strategic use of resources	Staffing levels and resources are satisfactory overall and the accommodation is good. The school makes good use of most resources, including specific grants and additional funding, and provides good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children like school, are expected to work hard and are making good progress.• Teaching is good and the school is well led and managed.• Behaviour is good and the school is helping children become mature.• They would feel comfortable about approaching the school with questions or problems.	<ul style="list-style-type: none">• Greater challenge for the more able pupils in reading and mathematics.• A greater range of more interesting activities outside lessons.

Inspectors agree with the positive views expressed by parents. In the majority of literacy and numeracy lessons, work was well planned to meet the needs of all pupils. The setting arrangements have helped with this. Most higher attaining pupils were reading appropriate texts well and these offered sufficient challenge. The range of activities outside lessons is similar to that found in most schools.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Since the previous inspection in 1996, the school has improved the satisfactory standards in English, mathematics and science for pupils at the end of Key Stage 1 and has maintained them for pupils at the end of Key Stage 2. Weaknesses remain in writing at the end of Key Stage 2. From a very good base established in the two Reception classes, children make good progress as they move through Key Stage 1 and this is being continued into Key Stage 2. The progress of pupils in Key Stage 2 has been satisfactory over time. Inspection evidence indicates that this is now mostly good and is bringing about improved standards. This is due in large part to an influx of new teachers over the past three years and consistency in the teaching of literacy and numeracy. A lack of sufficient emphasis on writing at length, particularly across the curriculum, and on the consistent and rigorous development of spelling and handwriting has slowed pupils' progress in writing. There are signs in the work of the pupils that the school is beginning to address this weakness successfully.
2. Pupils who have special educational needs and those who have English as an additional language make similar progress to all other pupils. Where they receive additional support, this is of good quality and impacts well on their learning. Some pupils achieve standards that are higher than expected and are removed from the special needs register. The pupils in the special needs unit make good progress in all aspects of their work.
3. When comparing the school's performance with similar schools based on free school meals, the school is unfairly disadvantaged. The catchment area of the school has changed over the past few years and takes pupils from less socially advantaged areas as well as pupils from local service families who tend to move more frequently. The attainment of most pupils on entry is below average. The results of pupils who attend the special needs unit are now counted in the school's overall results. When taking these factors into account the school's results are high enough in all subjects except for English where standards in writing are too low.
4. Children enter the two Reception classes with attainment below that found in most schools, although the full range of attainment is represented. With good teaching and very good overall provision, children who are under five achieve well and are well prepared for work on the National Curriculum. By the age of five, they attain the nationally expected standards in language and literacy, mathematics, knowledge and understanding of the world, and physical development. In their creative and personal and social development, attainment is above national levels.
5. In the 1999 National Curriculum assessments for pupils at the end of Key Stage 1, standards were above average in reading and mathematics and well above average in writing. Teachers' own assessments closely mirrored this. Teacher assessments for science indicated standards to be above national averages. In all three subjects the percentage of pupils attaining the higher Level 3 was at least as high as the national picture. This indicates that higher attaining pupils are being suitably challenged. Boys did markedly better than boys nationally and did better than girls at the school. This picture is distorted however, since there were twice as many boys as girls in the group who took the tests. Trends have fluctuated over the past three years, but have remained at least comparable with national averages. Inspection evidence and indications from provisional results for the 2000 assessments, confirms these good

standards and indicates that there is no significant difference in the quality of the work of the boys and girls in the current Year 2 pupils.

6. In the 1999 National Curriculum assessments for pupils at the end of Key Stage 2, standards were above average in mathematics and science, but were below in English. This is the result of standards that are not yet high enough in writing. The percentage of pupils attaining the higher Level 5 was close to the national average in mathematics, well above in science and below in English. Boys did a little better in science but girls did better in English. Performance in mathematics was similar. Teachers' own assessments were similar to the results of the tests. Inspection evidence indicates that current standards are in line with national averages in mathematics and science and are a little below in English. Slight variations between test results and inspection evidence reflect the higher number of pupils who have special educational needs in the present Year 6. Results have fluctuated over the past three years due to variations between the different groups of pupils. In all subjects, results are markedly better than in 1998 and reflect staff changes, better liaison between key stages and the development of the literacy and numeracy hours. After careful and detailed analysis of the composition of the various year groups in school and adjustments to reflect pupil movement in and out of the school, appropriately challenging targets have been set for the next two years. Inspection evidence and provisional results from the 2000 tests indicate that the school is on course to meet these.
7. In both key stages, pupils' listening and reading skills are in line with national averages and support work across the curriculum satisfactorily. Across the school, pupils develop good skills in learning how to read words by the sounds of letters and letter combinations. Pupils speak confidently and standards are good across the school. Speaking supports pupils' learning well by helping them enter into useful discussions about all aspects of their work. Writing is a weakness in Key Stage 2 despite recent improvements. Handwriting and punctuation are inconsistent and spelling is weak. Pupils do not write extended pieces in a wide enough variety of styles across the curriculum.
8. Pupils develop a sound knowledge across all of the areas of mathematics and their numeracy skills support work satisfactorily in other subjects. The speedy and accurate recall of number facts is a weakness being addressed in the opening sessions of the numeracy hour. This has not yet fed through to standards at the end of Key Stage 2. In science, standards over the past four years have been erratic, but there has been a more consistent pattern of attainment in the past two years. This is the result of more focused planning through the use of a scheme of work and improvement in the quality of teaching, especially in Key Stage 2. Standards in information and communication technology have not kept pace with national developments and are below national expectations at both key stages. Computers do not support work across the curriculum sufficiently. The enthusiasm and knowledge of the co-ordinators, a very good subject development plan and the imminent opening of a well-equipped computer suite point to likely improvements.
9. The below average standards in religious education at Key Stage 2 and the satisfactory standards in art across the school have improved since the previous inspection. Standards in religious education meet the requirements of the local agreed syllabus and the work seen in art was better than that expected for pupils' ages. In all other subjects, the work seen was similar to that expected for pupils' ages and pupils' make at least satisfactory progress. Pupils attain good standards and progress well in swimming.

Pupils' attitudes, values and personal development

10. The school has maintained the good standards reported previously. Pupils enjoy school and their enjoyment supports their progress and good attendance well. They are happy to accept responsibility, for example as class monitors and as members of the school council. Pupils demonstrate maturity and initiative. The shared reading scheme, known as 'story swap', between older and younger pupils aids reading skills, develops confidence successfully and helps to develop a sense of unity. This is one of a number of successful initiatives that are helping to overcome the divide between Key Stages 1 and 2 that was a weakness in the previous report.
11. Children who are under five are eager to come to school and are happy and well motivated. They learn routines quickly and develop independence. They are taught good manners and the need to tidy areas quickly after they have been working. They share equipment very well and know what is expected of them in different activities. Behaviour is very good and all children participate well in school activities.
12. Pupils who have English as an additional language have good attitudes to learning. The children who are under five understand daily routines and persevere with their work. Although not fully socially interactive with other pupils, teachers purposely include them in all activities. This helps develop their language skills as well as their personal development. Pupils who have special needs have positive attitudes to work and behave well. They improve in self-confidence and social development as they move through the school.
13. In both key stages, pupils value the extra-curricular activities, taking part in them enthusiastically. Many of the staff are involved in these. A very small minority of parents expressed concerns that the activities outside lessons do not cover a wide enough range. Evidence from the inspection does not support this view. The school arranges a number of visits for pupils to develop their social and personal skills. At the parents' meeting, there was a positive statement about pupils' good behaviour during a visit when parents accompanied them.
14. Pupils are eager to please and keen to learn. The large majority are attentive and concentrate well on the tasks set. On a very few occasions when the pace of lessons is slow, some pupils become quietly inattentive. However, this has improved since the last inspection. Discussion groups in the majority of classes are lively and pupils think hard about their contributions. An example of this was in a Year 5 geography lesson. Pupils' criticisms of varying presentation methods in videos of weather forecasting showed good perception of audience reaction and the need to make the message clear to a wide audience.
15. Inspection evidence supports the view of 95 per cent of the parents responding to the questionnaire that behaviour is good. Pupils are courteous and respond well to the behaviour code, particularly in classrooms. They show good self-control and respond well to the very good support. There was no evidence of bullying during the inspection and there have been no exclusions in the current year. There are a small number of occasions when behaviour in corridors and cloakrooms does not match the high standards elsewhere. Pupils treat visitors with friendliness and are keen to demonstrate their work and discuss it with them. They have respect for property, staff and each other. They handle the school's artefacts and equipment carefully. Relationships between pupils and between pupils and teachers are good.
16. The good knowledge of pupils, common to all the teachers and other members of staff, supports pupils' personal development effectively. The school council plays a major role in this area. Fellow pupils elect members from all Key Stage 2 classes and the special

unit. The school is investigating methods to involve Key Stage 1 effectively. Inspection evidence, gained from attendance by invitation, demonstrates a high level of responsibility and initiative by pupil office holders and members. A key question raised by all members centred on the school's performance in the inspection. The enthusiastic response to the headteacher's answer that he felt 'all was well', demonstrates a high level of pupil involvement in the well being of the school. Throughout the school, all teachers and support staff work hard to provide effective support for individual pupils. This helps to develop their self-confidence and self-esteem. The school carefully monitors personal development. Pupils grow in maturity as they progress through the school and it prepares them well for the next stage in their education.

17. Attendance is good. It exceeds the new national target of 95 per cent, and has a significant effect on pupils' academic progress. There is some holiday absence in term time but no evidence of families abusing the system. Pupils are punctual and this ensures that lessons begin on time. .

HOW WELL ARE PUPILS TAUGHT?

18. The overall quality of teaching is good and impacts well on pupils' learning at all stages. Teaching meets the needs of all pupils including those who have special needs and English as an additional language. The quality of teaching has improved since the previous inspection. This is largely due to good leadership, staff changes and better teaching of literacy and numeracy to a common format. These factors have unified the Key Stage 1 and Key Stage 2 divide and brought about a corporate approach to planning and curriculum liaison.
19. In the 77 lessons seen across the school none of the teaching was less than satisfactory and 63 per cent was at least good. This included nine per cent that was very good and one per cent that was excellent. This was in a science lesson at Key Stage 2. Whilst there was no significant difference in the quality of teaching between key stages, there was a slightly higher percentage of very good teaching in Key Stage 2. The teaching of children who are under five was consistently good in both classes. The teaching of pupils who have special needs in the unit was good and developed pupils' learning, self-esteem and social skills well.
20. The teaching of children who are under five is characterised by good subject knowledge and very high expectations. Letter sounds and writing skills are well taught and enable all children to progress well in the development of early literacy skills. Teachers encourage children to look at books frequently in order to build up a love and respect for them. Confidence is well developed through a regular activity whereby older pupils come into the Reception classes to share and read books together and work to certain objectives. At these times, speaking and listening skills are developed well, for example when the younger children are encouraged to say what they have done, for example: 'We have looked for capital letters'. Teachers use their voices well to create excitement and use stories to help extend children's vocabulary effectively. Relationships are good and develop self-confidence and good attitudes to work. Resources and support staff are used well to support and enrich learning in all the areas of work. The quality and use of ongoing assessment is good and enables the teachers to build successfully on children's skills, knowledge and understanding.
21. The teaching of pupils who have English as an additional language is good. Teachers modify learning tasks to suit the particular needs of these pupils. When additional support is needed, they work closely with special additional language support teachers from the authority to assess pupils' progress and set individual learning targets. Appropriate work is set which is followed throughout the week.

22. In both key stages, the teaching in literacy and numeracy lessons is mostly good, although there are some weaknesses within aspects of the various parts of lessons. Planning is soundly based on the national literacy and numeracy frameworks and is organised effectively into weekly blocks of lessons. This ensures that key aspects are developed from lesson to lesson. In both literacy and numeracy lessons, introductions are well organised and teachers make good use of all resources. Big books, flip charts, overhead projectors, number cards and number lines are effectively used in opening sessions to aid understanding and stimulate discussion. Teachers have a secure knowledge and use questioning well to assess pupils' understanding and develop the correct vocabulary. In numeracy lessons, for example, they ask questions such as, 'tell us all how you arrived at that answer' and in literacy ask questions such as, 'how do you know how he felt?' Reading is generally well taught in both key stages and skills, confidence and fluency are developed effectively through shared reading as a class and in focused group work.
23. Writing is well taught in Key Stage 1 and sufficient opportunities are provided for pupils to write in other subjects. In Key Stage 2, this is not so effective and standards are not so high as a result. There are signs of recent improvement in the teaching of spelling, handwriting and grammar within the literacy hour across the key stage. This is gradually increasing the rate of progress in the development of these skills. Teachers do not, however, provide sufficient opportunities for pupils to write at length across most other subjects.
24. In literacy and numeracy lessons, most group sessions are well organised and activities match the needs of the pupils well. However, in a significant minority, teachers do not focus their time for long enough on particular groups. This restricts opportunities for extended questioning and assessment of understanding. The closing discussion sessions at the end of literacy and numeracy hours are effective in celebrating success and recapping on key learning points. Many, however, do not include critical appraisal of work in order to show how it might be improved. Good whole-school assessment procedures and effective analysis of strengths and weaknesses in most aspects of pupils' learning ensure their progress is tracked and key skills built on successfully from year to year.
25. At both key stages, teaching in other subjects is mostly satisfactory and often good. The teaching of religious education has improved and is now satisfactory. Science and art are well taught and enable all pupils to make good progress. This is due to teachers' good subject knowledge and enthusiasm. Little direct teaching of information and communication technology was seen during the inspection. It is clear, however, that some teachers lack sufficient subject knowledge beyond basic word processing. This restricts pupils' progress in aspects such as control and modelling. Computers are not used sufficiently to support learning in other subjects.
26. In all subjects, pupils are managed well and whole class, group and individual teaching are largely effective. Pupils respond well to the teachers' high expectations of behaviour and good questioning. Pupils' interest, concentration and independence are encouraged and pupils have a sound knowledge of their own learning. Planning is satisfactory, although learning objectives lack precision. Teachers plan some good cross-curricular links between subjects, for example science and mathematics, and this enhances interest and understanding. Assessment and its use to inform subsequent planning are satisfactory. Teachers use questioning and marking well to analyse areas of misunderstanding in pupils' learning and build these into subsequent lessons. There is no consistent format or whole-school approach to recording progress in subjects other than English and mathematics and consequently, the development of skills from year to year cannot be guaranteed. Homework is used well to consolidate and extend learning.

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

27. The school provides a satisfactory curriculum that includes all National Curriculum subjects and religious education. This has improved the weaknesses identified in the previous report. An effective contribution is made to pupils' academic and physical development. The good personal and social education prepares them for the next stage of education successfully. Health education is promoted effectively with appropriate reference to drugs and sex education. All National Curriculum subjects are contained within the curriculum. However, aspects such as the international dimension in geography and control technology within the teaching of information technology are under-emphasised. The curricular provision for pupils who have English as an additional language is good. The school receives extra support from the local education authority when needed. This helps to ensure that the pupils receive their full curriculum entitlement.
28. All subjects have sound policy statements, but art, physical education, information and communication technology and religious education do not have established schemes of work for the whole school. This causes some breaks in the development of key skills from year to year. The imminent opening of the computer suite is being taken as a good opportunity for the school to review its curriculum for information and communication technology. The amount of time given to science is lower than normally found. This creates some inconsistency in the opportunities for investigative activities, especially in Key Stage 2. In literacy and numeracy, where there is a proscribed structure to lessons, the curriculum is at its most effective.
29. A small amount of time is given to teaching French in Years 5 and 6, which is helpful when pupils' transfer to secondary schools. The range of extra-curricular activities is satisfactory. These enhance the curriculum effectively and the teachers involved give freely of their time. There is a good range of educational visits, such as those to the coast or places of historical interest. Together with effective use of visitors to the school, these initiatives make a significant contribution to a broad curriculum.
30. All pupils have equal access to what the school offers. Provision for pupils with special educational needs is good and they make good progress with the targets in their individual education plans. Pupils with English as an additional language benefit from good support in the classroom and participate in all school activities. The school has publicised its homework policy to parents and where it is used regularly, pupils' response is positive and makes a valuable contribution to personal and academic development.. A stimulating and well-conceived Heritage Centre of local history on the school site provides a valuable link with the wider community and attracts visitors to the school. Local people have been generous with artefacts and anecdotes for the archive. The Centre is used well by the pupils in connection with their history topics.
31. The school's overall provision for the spiritual, moral, social and cultural development of the pupils is very good and this is a major improvement since the previous inspection. Provision for spiritual development is good. Regular assemblies are successful in promoting the values and principles of the school, by giving pupils opportunities to reflect on what kind of person they are and to consider how their actions can affect other people. Pupils know they are valued as individuals and have time to reflect about their feelings when listening to the music played as they enter assembly, or at the wonder of the natural world. In religious education, pupils hear stories about people whose Christian faith and beliefs have sustained them in time of trouble and in happiness.

32. Provision for moral and social development is very good and is a strong feature of curriculum provision. The headteacher and all adults working in the school set a very good example of how to behave towards each other. Pupils are aware of the importance of rules, which promote the values of honesty, fair play and care for others. The effectiveness of the teaching of right and wrong is seen in lessons, as pupils share materials, take turns and share in the success and achievements of other pupils in, for example, physical education. The School Council for pupils in Years 3 to 6 is successful in confronting pupils with issues of equality and fair play. They express their own opinions and hear opposite views. Parents are pleased with the effect that this has had on their children's sense of responsibility. Younger pupils have responsibilities around the classroom, such as looking after the class pet or plants and all pupils are taught to clear away equipment and materials properly and safely.
33. Cultural provision is good and has improved since the previous inspection. Pupils' own cultural traditions, such as singing together and performing in carol concerts, are well promoted. They have experience of team games and hear the experiences of author's and performers who visit the school. Pupils have good opportunities to develop a sense of change in their immediate area through the Heritage Centre. They show a well developed understanding of their town by producing a brochure about Harrogate. Visits to local churches and a Mosque, combined with an increasing amount of art and literature from non-European sources, is effective in helping pupils to recognise the religious and cultural diversity of the modern United Kingdom.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34. The keynote phrase of the school's ethos and values is "Putting children first". In all areas of its work, the school clearly supports its words with actions. This has a positive effect on the pupils' personal and academic progress by giving them the necessary confidence and security to concentrate on their learning. The strengths identified in the previous report have developed successfully in most areas.
35. The school's procedures for promoting the health and wellbeing of the pupils are good. Every member of staff treats this as a high priority. Teachers and support staff know the pupils well and this enables them to keep track of their personal development successfully. The headteacher is the designated person for child protection matters and ensures all staff are aware of their responsibilities and any changes in procedures. There are staff trained in first aid and the school has effective means to inform parents of any problems. There are designated treatment areas in each building and pupils waiting for parents to collect them receive good supervision.
36. The discipline policy is effective, and consistently applied with few exceptions. There is evidence that the procedures are sometimes not so well applied or effective in corridors and cloakrooms. Pupils and their parents are made aware of the procedures in the school-parent-pupil agreement. Pupils and their parents do not feel that the school has a problem with bullying. They are confident that they can ask any member of staff for help and receive it should there be a problem. The majority of parents feel that their children receive good support and guidance and that their children's welfare is in safe hands. Inspection evidence supports these opinions.
37. There are very effective procedures to monitor and improve attendance and lateness. Registers contain guidelines to indicate and identify reasons for absence and there is consistency in the methods used to mark registers. This is a significant improvement since the last inspection. Registers are kept in classrooms at all times, except when they are to be checked by the headteacher or administration staff. This is a necessary procedure because of the size of the site and the different assembly points in case of fire.

38. There is close liaison between class teachers and the headteacher to identify and act upon concerns about the attendance pattern of any pupil. The school has continued the excellent practice noted in the pre-inspection evidence whereby a special note is kept of pupils who walk to school unaccompanied. If they are absent in the morning without reason, the school contacts home immediately. The education welfare officer visits the school regularly, and on request in order to investigate any concerns.
39. The school's arrangements for assessing pupils' attainment and progress are satisfactory. There are some inconsistencies in practice across the school. The school has only just formulated and started to implement new assessment procedures in most subjects this year. These are not yet fully embedded in practice. There are appropriate assessments in English and mathematics and these are used effectively to inform planning. Strengths and weaknesses in pupils' learning are identified and provide a focus for development. In addition to the school's own assessments in English and mathematics, both national statutory and non-statutory tests are carefully analysed in order to track pupils' progress and set whole-school targets for development. This shows good improvement since the previous inspection.
40. Assessment procedures in other subjects are under-developed and are not used sufficiently to plan future work. Whilst teachers have their own recording systems, there are no whole-school procedures to bring uniformity and continuity between year groups. This means that the development of key skills from one year to the next cannot be guaranteed. More work is needed to annotate and level assessments in all subjects, particularly in science and writing. Assessment procedures for children who are under five are good and used well to inform planning.
41. The school monitors the academic performance and personal development of pupils who have special needs in an effective way. The systems for identifying pupils in need of extra support and the arrangements for monitoring and assessing pupils on the special needs register are very good. Individual education plans have clear and appropriate targets and teachers evaluate success towards them. Specialist help from external agencies is used effectively when required.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

42. The inspection evidence largely supports parents' good opinions of the school's provision and outcomes. The link with parents and their contribution to their children's learning are good.
43. Since the previous inspection, the school has worked hard to develop the good partnership with parents. There are a good and reliable number of parents, past parents and teachers, members of the governing body and local community who help in classrooms. Governors are particularly active and the chair of governors is frequently seen in the school working with pupils of all ages. The school values this help and parents and other helpers recognise and appreciate that they are valued.
44. The information provided for parents is satisfactory overall. The prospectus is informative and clearly written. It complies with statutory requirements in all respects. The school is aware that the governors' annual report to parents needs the inclusion of one piece of information in order to meet statutory requirements. The quality of annual reports is inconsistent. A small number of reports give limited information to parents and little assistance in ways for parents to help their children. The majority, which are well prepared, report to parents on their children's achievements and progress, give clear indications of the work that children have done and how well they have done it. They also contain information about areas for improvement and, where relevant,

suggestions to parents on ways to support their children's development. This has a positive effect on the pupils' learning.

45. Parents are satisfied that the 'open door' policy of the school is effective. Inspection evidence indicates that class teachers are happy to assist parents with any concerns. During inspection, one military family arrived from Germany, viewed the school in the afternoon and their children started the next morning. This is typical of the open-door policy and flexible approach that characterises the relationships with parents. Parents are satisfied that should they have concerns, the school will listen to them and act accordingly. This evidence supports the views of the parents at the parents' meeting.
46. The school has produced an appropriate home-school agreement. It is named 'The school-parent-child agreement', symbolising the ethos that the school first states its responsibilities to the parents and pupils. Thereafter, the parents and older pupils state their acceptance of their duties. The graded homework policy increases the work steadily from Year 1 upwards. This is appreciated by the parents and helps them become involved in their children's learning. The school publishes good newsletters when necessary and evidence supports the views of parents that they receive adequate information about forthcoming events. There are a steadily increasing number of families receiving information by e-mail. There are three formal parent/teacher consultation meetings each year. These provide appropriate opportunities for the parents to hear about their children's progress.
47. Parents of children with special educational needs, in the school and in the special unit, receive information about any concerns or meetings and the school invites them to attend review meetings. The school fully informs these parents of all procedures. Class teachers discuss provision for pupils with parents and parents are aware of the school's plans for their children.
48. There is a formal Parent, Teacher and Friends Association. Parents and friends raise considerable amounts of money to benefit the school. They are fully involved in discussions about how the money should be spent to the benefit of the school. There is good attendance at social events and the school gratefully acknowledges the work of the association.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. The leadership and management of the school are good. The strong and effective leadership of the headteacher has been highly successful in creating a shared vision for the school. The headteacher was new in post at the time of the previous inspection. At that time there was no whole-school concept with Key Stages 1 and 2 operating as separate units. There is now a shared common sense of purpose and a climate in which all pupils are equally valued with good working relationships and equal opportunities fostered. There is a clear commitment to raising standards, promoting good behaviour and positive values. This sense of direction and purpose is clear in the good jointly produced school development plan. This is an effective management tool providing clear and costed programmes for action.
50. The governing body has a very well developed strategic overview of the work of the school. Governors are highly influential in shaping the direction of the school and have a clear understanding of its strengths and weaknesses in both curriculum and resource areas. Governors hold the school accountable for standards and have been closely involved in setting future attainment targets. There is a good internal organisation through committees and working parties and many governors, particularly the chair, give unselfishly of their time in support of the school by working in classrooms and being available for parental consultations. The governors fulfil their statutory duties in

almost all areas. There is an omission in the annual report to parents regarding information on access for disabled pupils. The governors for special educational needs, literacy and numeracy meet regularly with the appropriate co-ordinators. This gives them a good insight into developments. Financial planning by the governors is rigorous and the school's budget has appropriate contingencies to improve the accommodation, curriculum and information technology resources. The few recommendations of the most recent audit report have been fully implemented and best value principles are applied to the purchase of resources and services. Overall, the school makes good use of most resources, including specific grants and additional funding. Decisions on spending are linked well to educational priorities.

51. Since the previous inspection the leadership provided by the key curriculum co-ordinators has improved and is now good. The monitoring of teaching and learning throughout the school by subject co-ordinators and the headteacher has greatly improved and this is impacting well on the progress of pupils and the standards attained. Most subject policies have been updated and others closely follow the literacy and numeracy guidelines. The management of special needs has improved since the previous inspection and is now very good. Systems for early identification of needs and measures to address them operate efficiently and effectively.
52. There have been good improvements in curriculum provision since the previous inspection, particularly in music and religious education. Target setting for all pupils throughout Key Stage 2 and careful analysis of the recent National Curriculum tests combined with better teaching has led to improvement in standards, particularly in Key Stage 1. The good developments and monitoring of weaknesses in most areas have not been so successful in improving writing in Key Stage 2. The implementation of the National Literacy and Numeracy Strategies have been well managed and are now well established. They are beginning to impact positively upon standards of attainment and progress.
53. The school has clear and agreed aims and values identified in school documentation and these are reflected well in the life of the school. Values regarding personal behaviour, equal opportunities and respect for others are strongly promoted and appreciated by parents. There are now very positive relationships between parents and the school. Good relationships among the staff and between staff and pupils, promotes a good ethos and provides good conditions for effective learning and teaching.
54. Day-to-day management and administration are very good and clear procedures and routines are well established. The school office provides an effective and welcoming first point of contact for parents.
55. The school has a sufficient number of appropriately qualified teachers to meet the needs of the primary curriculum. Since the previous inspection there has been a significant number of new teaching appointments to the school. This has led to an overall improvement in the quality of teaching. Areas of responsibility have also been re-designated as a result. Although not all staff have initial qualification in the subject they co-ordinate, the sharing of expertise and in-service training enables them to effectively fulfil their responsibilities. However, staff do not have written job descriptions which outline and define their specific roles and responsibilities. This makes it difficult to establish clear criteria for assessing their performance. Support staff are appropriately qualified and they make a significant contribution to pupils' learning. The school's arrangements for staff appraisal are currently suspended due to the recent high turnover of staff. The school induction policy for newly qualified teachers is satisfactory, however, there is no staff handbook to support the induction of new members of staff to the school. Staff training is carefully balanced between the school's priorities for development and individual training needs.

56. Considerable improvements have been made to the accommodation since the last inspection and this is now good. The ground floor of the old 'Infant School' building is an attractive area designed and adapted to the needs of children under five and the Reception year. The outside area is now covered with a soft landing surface and large play toys for these children. For reasons of economy, particularly to avoid duplication of resources, the three buildings still contain separate units for children under five, Key Stage 1 and Key Stage 2. The entire school has been redecorated internally and externally. The decorations are in bright, cheerful and welcoming colours. Together with the extensive use of displays of pupils' work the school presents an attractive and welcoming atmosphere. Internally classrooms are bright, well lit and of adequate size. The school library, housed in the larger of the two main buildings, is in process of being converted to provide both a library and computer suite, networked to provide whole-class teaching capability. The playground surfaces are in a satisfactory condition. The surfaces slope and because of their shape and the geographical contours of the site, are difficult to supervise. Separate from the main school grounds and about five minutes walk from the school, there is a grassed area that the school has exclusive use of. Its use is frequently denied to the school by poor drainage facilities. This has not been improved since the previous inspection.
57. The overall range and quality of learning resources to support the effective delivery of the curriculum is satisfactory. Resources in English, science and art are good. The range of books in the library is limited and many books are dated. This has a negative effect on the development of pupils' research skills. Learning resources are easily accessible and are used very effectively by teachers to support pupils' learning in most subjects. Resources for religious education have not sufficiently improved since the previous inspection and there is still generally a lack of suitable artefacts and textbooks to support most subjects. The ratio of pupils to computers is unfavourable when compared with the national average and this has a negative impact on pupils' learning in the subject. Computers are not used sufficiently to support work in other subjects. The quality and range of learning resources for special educational needs and for the children who are under five are good and support learning well.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

58. In order to improve standards and the quality of learning, the headteacher, staff and governors should:
- (1) Improve standards in writing at Key Stage 2 by:
 - a) building more effectively on the skills developed in Key Stage 1;
 - b) ensuring that pupils' develop a consistent joined script in their handwriting;
 - c) ensuring there is consistency from year to year in the teaching of spelling patterns and correct punctuation;
 - d) providing more opportunities for pupils to write at length in all subjects; and
 - e) reviewing the use of worksheets to make sure that they offer sufficient challenge in pupils' written responses.

(These issues are discussed in paragraphs 1, 6, 7, 23, 71 and 74)

- (2) Improve standards and pupils' progress in information technology by:
 - a) providing more opportunities in all subjects for pupils to develop, consolidate and apply basic skills in their work;

- b) ensuring that skills are developed more systematically from one year to the next;
- c) establishing effective and consistent assessments of pupils' progress;
- d) providing opportunities for Key Stage 2 pupils to develop knowledge, understanding and skills in the control and modelling aspects of the subject;
- e) increasing teachers' knowledge and expertise in the subject; and
- f) continuing to build up resources.

(These issues are discussed in paragraphs 8, 25, 57, 76, 83, 96, 108, 109, 111, 112 and 113)

- (3) develop consistent whole-school systems for assessing pupils' progress in subjects other than English and mathematics and use the outcomes to plan more effectively what pupils will do next. To assist with this develop schemes of work in all subjects where there are none and update those that are now in place.

(These issues are discussed in paragraphs 39, 40, 92, 98, 102, 108, 112 and 128)

(It is recognised that the school is aware of these areas for improvement and has begun to take relevant action)

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

- Continue to work on sharpening pupils' mental mathematics skills in the numeracy hour.
(Paragraphs 8 and 80)
- Provide all curriculum co-ordinators with written job descriptions.
(Paragraph 55)
- Ensure that all required information is present in the governors' annual report.
(Paragraphs 44 and 50)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	77
Number of discussions with staff, governors, other adults and pupils	45

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	9	53	37	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	313
Number of full-time pupils eligible for free school meals	21

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	13*
Number of pupils on the school's special educational needs register	62*

* includes pupils in school's special needs unit

English as an additional language	No of pupils
Number of pupils with English as an additional language	5

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	20

Attendance

Authorised absence

	%
School data	4.7
National comparative data	5.9

Unauthorised absence

	%
School data	0.7
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	34	16	50

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	31	32	33
	Girls	14	14	14
	Total	45	46	47
Percentage of pupils at NC level 2 or above	School	90 (71)	92 (71)	94 (81)
	National	82 (80)	83 (80)	87 (83)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	32	33	34
	Girls	14	14	14
	Total	46	47	48
Percentage of pupils at NC level 2 or above	School	92 (71)	94 (83)	96 (81)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	21	21	42

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	16	18
	Girls	14	16	17
	Total	26	32	35
Percentage of pupils at NC level 4 or above	School	62 (47)	76 (69)	83 (63)
	National	70 (65)	69 (65)	78 (72)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	15	20
	Girls	15	14	16
	Total	24	29	36
Percentage of pupils at NC level 4 or above	School	57 (57)	69 (55)	86 (79)
	National	68 (65)	69 (65)	75 (71)

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

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	3
Indian	0
Pakistani	1
Bangladeshi	0
Chinese	0
White	303
Any other minority ethnic group	4

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)	13.0
Number of pupils per qualified teacher	24
Average class size	28.45

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	134

FTE means full-time equivalent.

Financial information

Financial year	1999/2000
	£
Total income	521,373
Total expenditure	506,194
Expenditure per pupil	1,628
Balance brought forward from previous year	15,179
Balance carried forward to next year	11,336

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	313
Number of questionnaires returned	191

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	29	5	1	1
My child is making good progress in school.	55	42	1	1	1
Behaviour in the school is good.	49	46	3	1	2
My child gets the right amount of work to do at home.	32	54	10	1	3
The teaching is good.	65	32	1	0	2
I am kept well informed about how my child is getting on.	42	46	10	1	0
I would feel comfortable about approaching the school with questions or a problem.	74	26	1	0	0
The school expects my child to work hard and achieve his or her best.	69	30	0	1	0
The school works closely with parents.	50	42	6	1	2
The school is well led and managed.	58	36	5	0	2
The school is helping my child become mature and responsible.	55	43	2	0	0
The school provides an interesting range of activities outside lessons.	33	44	8	4	10

**Percentages may not total 100% due to rounding*

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

THE WORK OF THE SPECIAL UNIT

59. The Unit has places for 10 pupils from the area who have a range of learning difficulties. At present there are 9 pupils on roll, all of whom have statements of special educational need, and they have come into the unit at different stages in their junior school life. The Unit is part of the local education authority's designated special provision. It provides regular direct teaching from a specialist teacher with support from a non-teaching assistant. Both very experienced and form a very effective partnership. The aim is to provide a structure of fundamental learning skills, the improved development of reading, writing, spelling and number skills for early integration into mainstream school wherever possible. The last inspection found that the special unit provided a good education for its pupils and the present inspection confirms those findings.
60. Although attainment is below what is generally expected for pupils of similar ages, the pupils in the Unit achieve well in English, mathematics and science and in the other subjects of the curriculum. This is because of the good teaching and the pupils' own positive attitudes to learning. In a science lesson about the earth in space, the teacher gave a clear demonstration of the way gravity works and then set the pupils some challenging tasks to explore the pull of gravity. The pupils worked well independently and were able to find the centre of gravity on shapes by using plumb lines which they had made themselves. The good relationships within the classroom enabled the pupils to make gains in learning so that most pupils were able to give an accurate explanation of how they achieved their success.
61. The quality of teaching is good. The teacher has a very good knowledge of each pupil's strengths and weaknesses and has high expectations of work and behaviour. English lessons are well planned to develop vocabulary and sentence structure so that the pupils can put across their ideas effectively in discussion and writing. In mathematics the mental activity is related to the main task of applying the information while the practical activities are designed to check pupils' understanding of the process. The teacher organises the work carefully with the classroom assistant so that progress is consistent across the class despite the difference in pupils' ages and attainment levels. For example, questions are tailored to pupils' individual needs and pupils work in different pairings with the aim of developing their social skills, or providing support for each other in a written task.
62. The pupils have very good opportunities for personal development within the Unit and also in school activities, and they respond in a positive way. Wall displays are well used to celebrate the pupils' work in different subjects and to act as attractive learning resources which also challenge the pupils to reflect on the mystery and wonder of creation. For instance, the beautiful collage of the solar system provides clear information about the physical make-up of the planets and their location within the system, but it also poses the question of why Earth is the only planet, which supports life. The pupils are keen to join in school activities. They take their turn in presenting a school assembly once a term, send their representatives to the School Council, and go swimming with their own age groups. They become members of after-school clubs and enjoy taking part in school entertainments and visits.

63. The pupils in the Unit receive a high standard of care. The welfare of the pupils is of paramount importance, and the teacher and the support assistant work very effectively together to provide a happy and positive learning environment. Progress in work and behaviour is carefully monitored and pupils' short-term targets in their individual education plans are regularly reviewed and updated. Statutory requirements are met. There is a very good partnership with parents and a well-established liaison with local support services. Resources are very good and are used very efficiently. The Unit is very well managed and gives the pupils a good preparation for entry into mainstream school.

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

64. Children are given a very good start to their school life in the two Reception classes. At the time of the inspection, seven children were under the age of five and taught in one of the two Reception classes. Children whose birthdays fall between September and February start full-time in the Reception classes from the start of the school year and children whose birthdays fall between February and August attend mainly part-time from September until January of the following year. Assessments are made on entry to the Reception classes and these indicate that attainment is below average, although the full range of attainment is represented. Attainment is also well below the county average. From this starting point children of all abilities make good progress as the result of consistently good teaching. Good ongoing assessments of pupils in all the areas of learning enables work to be well-focused on children's needs. In the previous report, no judgements were made about children who were under five.

Personal and social development

65. Children make very good progress in personal and social development and meet the Desirable Learning Outcomes by the age of five. The quality of teaching is consistently good in both classes within a secure, attractive and stimulating environment. Support staff and volunteer parents make a valuable contribution to the learning of the children. They are well briefed by the teachers and understand how activities need to be developed. Children are eager to come to school and are happy and well motivated. When they start school children quickly learn routines and develop independence when using registration cards and moving between work areas. Good use is made of rhymes and songs that promote confidence and self-esteem. For example, children are chosen in turn to sing and enact nursery rhymes and counting games in front of the class. They are taught good manners and the need to tidy areas quickly after they have been working. They share equipment very well, for example when using railway tracks and construction kits to build stations. Children know which groups they are in and what is expected of them in different activities. Behaviour is very good and all children participate well in school activities such as key stage and whole-school assemblies. By the age of five children have a well-developed sense of right and wrong.

Language and literacy

66. A suitable emphasis is placed on the development of language and literacy skills by all staff and the quality of teaching and learning is good. In daily sessions a form of literacy hour appropriate to the needs of younger children is well established and has a good impact on standards achieved. Children are encouraged to look at books and treat them with respect. They take books home regularly and careful records are kept of books they have read. They understand that text conveys information and know that books are read from front to back. Average attaining pupils read simple repetitive sentences and higher attaining pupils recognise many familiar words and use initial letter sounds to help them with unfamiliar words. Those with lower attainment use pictures to talk about the book and tell their own story. A writing area is provided for children to write in their

own way and make marks on paper. Most pupils write their own name correctly and higher attaining pupils write simple sentences and notes for their parents. Teachers and staff take opportunities to extend vocabulary in all activities, for example when looking at small creatures in a science lesson, children are encouraged to describe different features of the creatures. They readily talk about their findings to each other and adults. Pupils develop an increasing vocabulary and contribute to group and whole-class discussions well. Children with special educational needs are well involved in group and whole-class sessions. They are well supported and have specific targets, which support and guide their learning. All pupils make good progress and most attain the Desirable Learning Outcomes by the time they are five.

Mathematics

67. Children with all levels of prior attainment make good progress in mathematics. They achieve the Desirable Learning Outcomes by the time they are five and their attainment is in line with national expectations. The quality of teaching and learning is good. Carefully planned and targeted number tasks enable children to develop number skills effectively. Children sort, match and recognise numbers from one to twenty and are beginning simple addition and subtraction. High attaining children count forwards and backwards using numbers beyond twenty. Children use a variety of counting equipment and games, and recognise simple two-dimensional shapes. Teachers use number rhymes well to reinforce language of number. Children enthusiastically join in numeracy hour style lessons that are appropriately focused at their level. Comparative language such as 'bigger than' and 'smaller than' is consistently developed across the curriculum and when sorting objects. A good emphasis is placed upon numeracy each day. Pupils with special educational needs are well supported and make good progress.

Knowledge and understanding of the world

68. Children are given many first-hand experiences to extend their own awareness of the world about them. The quality of teaching and learning is good. Children make good progress in their awareness of features of the immediate area and most attain the Desirable Learning Outcomes in this area of learning. Through walks into the local environment they are able to compare and contrast places. They draw simple maps using their own pictures and express likes and dislikes. When looking at schools in the past, they develop some understanding of what it was like when their parents and grandparents went to school. Most children use words associated with time such as old, new and before. Through the 'pet shop' project and animal hospital they learn what it is like to care for dependent creatures and gain good awareness of the responsibilities of a veterinary surgeon. Teachers link this project well with literacy, when using a range of colourful storybooks with animal and insect characters. Through this approach, children gain insights and further understanding of how these creatures live. When using the computer children use a mouse to drag and position shapes and objects on a screen with confidence.

Physical development

69. The quality of provision for physical development is satisfactory. Whilst the area designated to the Reception children is small, good use is made of it with a variety of apparatus and wheeled vehicles. These help to develop children's skills effectively. In the more formal physical education lessons both on the playgrounds and inside the hall, children make very good progress in their ability to control their body movements. Most use space well and move without interfering with others. They experience a range of equipment such as hoops, beanbags, balls, ropes and quoits and develop good skills using a bat and ball with increasing confidence. Most children develop their hand/eye co-ordination and fine motor skills sufficiently to cut out pictures with reasonable

accuracy. They use small tools such as brushes and scissors confidently. Children continue to develop manipulation skills through their use of construction equipment. Teaching in this area is good and pupils reach the expected standard by the age of five.

Creative development

70. By the age of five children attain beyond the levels expected in their creative development. They make consistent and good progress. Teaching and learning are good and a rich curriculum provides good opportunities for children to learn about sound, colour, texture and shape. Children enjoy their music and sing rhymes and hymns with great enthusiasm. They paint and draw with confidence and choose colours and equipment to suit their purpose. When sketching snails and mini beasts many children demonstrate high levels of observational skills and use colour effectively to enhance their pictures. They handle a variety of tools, objects and construction materials with increasing control and develop designing and making skills very well. They are keen to show their work to other children and adults and the Reception classrooms and lobby areas are full of attractive children's pictures and collages.

ENGLISH

71. At the time of the previous inspection, standards in English at the end of both key stages were reported to be broadly in line with national standards. Weaknesses were identified in pupils' writing, particularly their handwriting and writing for different purposes. In the 1999 National Curriculum assessments for pupils at the end of Key Stage 1, standards in reading were above the national average and in writing, were well above this. In relation to their prior attainment, pupils achieved well. This was also the case when compared with similar schools. In Key Stage 1, standards have improved since the previous inspection and results of national tests since 1997 reflect this. Inspection evidence bears this out. In the 1999 National Curriculum assessments for pupils at the end of Key Stage 2, standards were below the national average and the standards in similar schools. This showed improvement over the 1998 results which were well below average. Inspection evidence shows that whilst the school has maintained at least satisfactory standards in speaking, listening and reading, standards in writing have not improved and remain below average. The school's successful implementation of the literacy hour and the appointment of several new members of staff are beginning to improve standards in Key Stage 2.
72. Speaking and listening skills are well promoted across the curriculum, particularly in mathematics, science, geography and religious education. Attainment is in line with national expectations at the end of both key stages. A significant minority of higher attaining pupils achieves standards that are better than this. Most pupils at both key stages are articulate speakers. They express their ideas, opinions and views clearly. They use a good range of vocabulary in all subjects and this assists their learning across the curriculum. In mathematics, Years 3 and 4 pupils accurately interpret a Venn diagram verbally and in geography Year 1 and 2 pupils show good skills and confidence when presenting their findings on a weather topic. Good progress is made by pupils during most whole-class and group discussions. Teachers' skilful questioning enhances this. Throughout the school, pupils listen attentively and with understanding in many different situations.
73. Pupils are enthusiastic readers and make good progress in reading. Many higher attaining pupils attain standards above the national average, particularly at Key Stage 1. In Key Stage 1, pupils quickly acquire skills such as blending sounds together in order to read unfamiliar words. They regularly take their reading books home in order to practice their skills and this supports their learning well. By the end of Key Stage 2, most pupils are fluent and confident readers. They show a good understanding about

the different texts that they read and talk about significant events, characters and themes well. Teachers effectively use the school library to support learning and most pupils show they read from a wide range of both fiction and non-fiction books. They have a good understanding of research skills and know how to use a glossary, index and contents page effectively. Research skills are promoted well across the curriculum. In science, for instance, pupils in Year 6 use reference books successfully to gather information in order to compile a fact file about small creatures.

74. Pupils make good progress in writing at Key Stage 1 and standards are good. Pupils make unsatisfactory progress in writing at Key Stage 2 and standards are below the national average. Effective teaching of spelling patterns, phonics and handwriting at Key Stage 1 ensures pupils make good progress. This is not built on well enough at Key Stage 2. Weaknesses in handwriting and the inconsistent use of correct punctuation contribute to the below average attainment of pupils in writing at this key stage. Pupils' learning is also restricted in writing because there are too few opportunities for them to write at length across the curriculum. There is an over-reliance by teachers on worksheets, which require pupils to write short phrases or one-word answers in many subjects. This limits opportunities for pupils to organise their own writing and write extended narrative. Pupils make satisfactory progress in descriptive and poetic writing and begin to choose vocabulary carefully for interest and effect. This aspect has improved since the previous inspection. There are good examples of pupils writing for different purposes and for different audiences across the curriculum. In a Year 5 class, for example, pupils write a business letter of complaint showing a developing awareness of the appropriateness of language and style.
75. Pupils are taught in ability groups during the literacy hour and this effectively ensures that pupils with special educational needs and those who have English as an additional language are well supported and make good progress. The school uses additional literacy support materials and staff effectively. This contributes well to their learning.
76. The quality of teaching is mostly good. The successful implementation of the literacy hour has supported planning in the subject effectively and ensures most skills are taught systematically and progressively from one year to the next. This is an improvement since the previous inspection when there was no scheme of work to support the subject. There are weaknesses in handwriting and spelling at Key Stage 2. These are not developed so effectively from the good foundations built in Key Stage 1. This slows down the pace of learning in these aspects. All teachers have secure subject knowledge and effectively develop pupils' learning through skilful questioning, explanation and demonstration. For example, they encourage pupils to make critical comments about the texts that they read in order to increase understanding. Shared and guided reading activities are particularly well organised and structured within the literacy hour and this supports pupils' progress in reading well. Good resources and a wide range of different teaching strategies are used effectively by teachers to support learning. Teachers have good relationships with pupils. This, and the good attitudes of pupils to their learning, contributes significantly to the mostly good progress pupils make in lessons. In the lessons where there are weaknesses independent work and writing activities within the literacy hour are insufficiently demanding and structured to enable pupils to make sufficient progress. The pace is too slow and teachers do not always keep pupils sufficiently focused, particularly during independent writing tasks. This also restricts the rate of learning, particularly at Key Stage 2. Marking is used well to help pupils see how work might be improved. Homework supports learning effectively. Computers are not used sufficiently to develop pupils' editing and writing skills.
77. Management of the subject is satisfactory. There is good assessment of results of testing to identify areas for improvement. Good reading diaries and tracking of progress

in spelling, phonics (letter sounds) and creative writing are used satisfactorily to inform planning. These developments have not yet been successful in helping to address the weaknesses in writing.

MATHEMATICS

78. The 1999 National Curriculum assessments for pupils at the end of Key Stage 1 indicated that attainment was above the national average and close to the average when compared to similar schools. Inspection evidence and provisional test results for this year indicate that these standards have been maintained. In relation to their prior attainment, pupils achieve well. Since the previous inspection, the school has improved standards at Key Stage 1. The 1999 National Curriculum assessments for pupils at the end of Key Stage 2, indicated that standards were above the national average and close to those of similar schools. The provisional results for 2000 indicate that standards are not quite as high and are likely to be in line with the national average. Evidence from the inspection concurs with this view of standards. There are a few more pupils who have special educational needs in the present group of pupils to account for the slight fall since 1999. Since the previous inspection, standards overall have been maintained in Key Stage 2.
79. By the end of Key Stage 1, pupils have good mental mathematics skills. Those with average and high attainment answer simple addition and subtraction questions rapidly and accurately. Pupils solve problems relating to weight and money successfully using their number skills to add, subtract, multiply and share. They recognise odd and even numbers, count reliably to one hundred and recognise simple fractions. All know the correct names for a range of two- and three-dimensional shapes. Pupils with low attainment add numbers together to make twenty and are beginning to know how simple multiplication tables are built up. Most pupils classify and sort effectively according to different criteria. They understand information on bar charts that they have generated from computer programs. They have a good knowledge of time and most record accurately their results on appropriate worksheets.
80. By the end of Key Stage 2, pupils have a good range of mathematical skills and understanding and most apply these effectively to problem solving. Standards in data handling are in line with those found nationally. Not all pupils have a secure recall of multiplication tables and the school has recognised this as an area for development. In the lower part of Key Stage 2, the numeracy hour is having a good impact on the development of mental skills. By the age of eleven, most pupils work confidently and check their results are reasonable by approximating. They have a sound understanding of addition into thousands and subtract from hundreds, tens and units. They multiply by two-digit numbers and divide by single numbers accurately. Higher attaining pupils order and operate negative numbers and calculate different fractions, percentages and averages. Whilst some use is made of computers in data handling the current provision of one computer for each classroom restricts opportunities for mathematical development. Most pupils are confident with two- and three-dimensional shapes and use these in their design and technology work. Opportunities are sometimes missed to use mathematics in other areas of the curriculum, for example, when designing an after-school shelter for parents, a simple scale involving accurate measuring could have been used.
81. After a good start in the Reception classes, progress in Key Stage 1 is good overall. Pupils acquire further understanding of number, simple addition, subtraction, shape and space. Higher attaining pupils have a developing sense of number patterns, including recall of simple multiplication tables. Lower attaining pupils and those with special educational needs make good progress especially when supported by an adult helper. All pupils build upon the mathematical games and the good range of practical

experiences provided. The numeracy hour is having a positive impact on standards in mental arithmetic and the progress made by all pupils. The setting of pupils for mathematics following careful assessments ensures that work is well matched to pupils' needs and this organisation has supported the maintenance of standards and improved pupils' progress in Key Stage 2. This is now mostly good. There are good quality experiences in number, shape, measure and data handling. Skills are continually reinforced throughout the key stage and opportunities given for problem solving. Many older pupils have benefited from additional booster groups and the use of homework has impacted well on progress.

82. At both key stages, pupils respond well to mathematical experiences. They particularly enjoy the quick fire introduction to numeracy lessons. They willingly join in by answering questions and listen well to their teachers and each other. When moving to activity groups they settle quickly to work and co-operate well sharing resources and supporting each other appropriately. Presentation of work is generally good and pupils are proud to show it to visitors.
83. The quality of teaching and learning is mostly good with some very good teaching in Key Stage 2. All teachers have adopted the National Numeracy Strategy and have a secure grasp of the mental opening session. In these sessions teachers use a range of good quality resources well to retain the interest of pupils and develop their learning. Questions are well targeted and involve all pupils. This gives pupils confidence and encourages them to concentrate well. A good range of activities to support learning is provided for the central parts of lessons and these are usually appropriately focused on pupils' needs. The setting of pupils in Key Stage 2 is well managed and information is efficiently shared across classes. Teachers are well prepared and planning is well based on the National Numeracy Strategy. This has appropriately replaced parts of the existing scheme of work. From the lessons seen and the scrutiny of work all attainment targets are being covered with an increasing emphasis on number and mental skills throughout the school. This is helping to raise standards.
84. The co-ordinator has worked hard and successfully to create a whole-school approach to the subject. This was a criticism in the last report. Lessons are monitored effectively and planning evaluated by the co-ordinator and the headteacher. A good action plan has been implemented. Good analysis of assessment data is helping to provide more carefully focused work for target groups of pupils particularly in Key Stage 2 and Year 6. Parents comment favourably about the impact of the numeracy hour on mathematical attitudes and standards and their positive views are supported by inspection findings.

SCIENCE

85. Results in the 1999 National assessment tests for pupils aged eleven were above the national average. The above average result represents improvement since the previous inspection. Evidence collected during the current inspection shows that results are broadly in line with the national average, with a significant minority achieving the higher level. There are a few more pupils who have special needs in the current group of pupils. Standards over the past four years have been erratic, but there has been a more consistent pattern of attainment in the past two years. This is the result of more focused planning through the use of a scheme of work and improvement in the quality and effectiveness of teaching, especially in Key Stage 2. There was some unsatisfactory teaching during the previous inspection. On the basis of the 1999 teacher assessments, the attainment of pupils aged seven was above the national average. This has been a consistent position over three years and is confirmed by inspection evidence.

86. Achievement for all pupils in experimental and investigative science is satisfactory. Although the school has made effective improvements since the last inspection, inconsistencies remain. By the end of Key Stage 1, pupils carry out investigations, but seldom draw conclusions from their efforts. Similarly, in Key Stage 2, pupils complete investigations but few reach the expectations of the higher attainment level to solve problems by designing their own experiments. They lack experience of working independently because many activities are the same for all pupils. At both key stages, pupils develop a good scientific vocabulary and use different ways of recording their work. In Year 3, pupils are secure with 'permeable' and other terms related to rocks, but in Year 5 the language level of 'hard', 'shiny' or 'smooth' is undemanding. Year 2 pupils create frequency charts and use them correctly in an observation about use of materials.
87. In both key stages, pupils develop a good understanding of animal habitats and by the end of Year 6 have a secure understanding of the principles of classification of animals. Key Stage 1 pupils understand the importance of their senses and know that some soils are better than others for growing seeds successfully. Higher attaining pupils in Year 4 use reference guides to identify their minibeasts and in Year 6 are secure with terms such as 'camouflage' and 'migration'. Their proficiency in describing their observations using correct vocabulary is because their teachers are consistent in their expectations.
88. Pupils in Key Stage 1 make good progress in sorting materials by their properties and using appropriate descriptive vocabulary. This knowledge is applied effectively in observations of building materials around the school. This good practice is continued successfully in Year 3, identifying specific purpose for different kinds of rock. However, in other parts of the key stage there are too few opportunities to link science to everyday life. Good links with geography are made in Year 5 when applying terms such as 'evaporation' to the water cycle in their work on rivers.
89. Scrutiny of pupils' work shows that they make satisfactory progress in the area of physical processes. Key Stage 1 pupils are conversant with simple circuits and by the end of Key Stage 2 they are testing magnets and making circuits including switches, buzzers and motors. Higher attaining pupils use the correct symbols in their neatly presented circuit diagrams. Work on sounds relates to their observations around them and how this contributes to a pleasant or unpleasant environment. Pupils with special educational needs make good progress in relating science to everyday life and their classroom support is effective in giving them independence and security to take part in investigative activities. Pupils with English as an additional language make good progress overall and are well supported when topics are being assessed, so that weak literacy skills do not hold them back when their knowledge is good.
90. Where pupils are given good opportunities to apply their skills and knowledge, the rate of progress is good and pupils make good gains in their learning. Examples of good practice were observed in Years 3 and 6. This also has a good influence on pupils' behaviour and motivation during lessons. In the best lessons at both key stages, pupils persevere and are keen to participate in their learning by answering questions and being group spokesperson. Pupils respond enthusiastically to teachers who have a good understanding of the subject and have the ambition for their pupils to achieve high standards. Speaking and listening skills are well used but there are too few opportunities for pupils to write their own work and the use of information technology is limited.
91. Teaching overall is good. During the inspection some very good lessons and one excellent lesson were seen. Teachers' management of their classes is very good. Their use of resources is effective in giving pupils practical experience and they make good

use of time and support staff so that all pupils make gains in their learning. Brisk recall of earlier lessons leads to pupils being quickly involved in the lesson and where the teachers' subject knowledge is good, expectations are high and questions are challenging. Consequently, the pupils' rate of progress is good. Motivation of pupils is good when teaching methods are varied, such as the task being given as sealed orders. The subsequent excited anticipation keeps pupils interested and on task. Most teachers use assessment information effectively to create groups in lessons, but its use in setting achievable targets for pupils, in order to raise attainment, is underdeveloped across both key stages. In both key stages, there are inconsistencies in the standards and expectations for pupils to have good handwriting and to present their diagrams neatly.

92. The subject leader has completed an accurate audit of the subject and has a clear view of the action needed to raise standards. This includes time to monitor teaching across both key stages and make more frequent use of the assessment exemplars to support teachers in more focused planning.

ART

93. It was only possible to observe two lessons during the inspection. However, further evidence was obtained from the scrutiny of pupils' work and teachers' planning and discussions with both staff and pupils. On the basis of this evidence, standards are better than normally seen for pupils' age and the quality of teaching is at least satisfactory. Standards in art have improved at both key stages since the previous inspection. At that time attainment was reported to be satisfactory at Key Stage 1 and unsatisfactory at Key Stage 2.
94. Teachers encourage pupils to experience and work in a range of different media in order to support their learning. Across the school, pupils make good progress in using a range of media and materials in order to express their artistic ideas. They show imagination and creativity in their work and often use colour, pattern, shape and texture imaginatively in order to create images and express their ideas. For example, in Years 5 and 6, pupils use a variety of different materials very effectively to create texture and pattern in their abstract designs. In Years 3 and 4 pupils experiment successfully with paint, pastels, coloured beads and shiny paper in order to depict and create water effects within their paintings of waterfalls. At both key stages, pupils develop a good understanding of painting techniques such as brushwork, colour mixing and colour washes in order to create tonal variations in their paintings. This was illustrated in their work on waterfalls.
95. Pupils in Key Stage 1 make particularly good progress in observational drawing and show from their work on small creatures that they look closely at subjects and reflect detail well. They use shading techniques well to create shadow and depth of tone to their drawings and most pupils demonstrate an increasing understanding of shape, line and form. Pupils at Key Stage 2 use sketchbooks effectively to support their learning.
96. Teachers provide good opportunities for pupils to work in three dimensions and at both key stages pupils make sound progress in this aspect of art. Pupils in Year 4 successfully model clay in order to make coil pots which have both handles and lids. At Key Stage 1, pupils use tools effectively on clay to make a design for their millennium tiles. Good links are made with other subjects such as science and geography and this helps learning in both subjects. However, insufficient use is made of computer art programs in order to support the subject. Teachers effectively promote the work of other artists and encourage pupils to work in their style. This was seen in Year 1 where pupils had appropriately depicted 'matchstick' people in their paintings in the style of Lowry. Teachers encourage an appreciation of art and celebrate pupils' achievements.

This builds good attitudes to the subject and contributes successfully to the good progress that they make. Pupils show good levels of creative effort and careful attention to detail in their work.

97. Teachers have a secure subject knowledge and ensure previous skills taught are consolidated and built upon. Demonstration is used effectively to support learning and a variety of resources are well prepared and used to enable pupils to experience a range of media and techniques. Effective use is made of classroom assistants during art lessons to support pupils with special educational needs. This ensures they make good progress. When the teaching is not so effective, pupils' work is not used sufficiently to reinforce key teaching points.
98. Management of the subject is satisfactory. The coordinator has effectively promoted the subject across the school. She runs an art club that helps to extend experiences for the pupils who attend. At the time of the last inspection there was no scheme of work in place to support teachers' planning in the subject. Although an appropriate policy for the subject is now followed there are no clear guidelines to support planning and assessment in the subject. This has a negative effect on the development of learning from year to year.

DESIGN AND TECHNOLOGY

99. Pupils make satisfactory progress in design and technology at both key stages and by the time they leave the school, the quality of the work seen is at a level expected for pupils of this age. All elements of the subject are appropriately promoted. Pupils talk enthusiastically about their work and clearly enjoy its practical nature.
100. By the end of Key Stage 1 pupils successfully use a variety of materials, for example, pipe cleaners and various junk materials in order to construct and make model insects linked to their work in science. They show satisfactory skills of cutting, joining, sewing and assembling different materials to make products that match their intended purpose. For example, Year 2 pupils design and sew in order to make bookmarks.
101. In Key Stage 2, pupils successfully make design plans and show they are able to consider the use and purpose for which they are designing. This is illustrated in Years 5 and 6 when pupils plan a design for a playground waterproof shelter for parents. Pupils list materials they might use appropriately but many of the design plans drawn by the older pupils do not incorporate accurately measured lines and proportions which would help to inform the making process. Pupils in Year 3 make good progress in evaluating their designs. While making a freestanding tower out of three pieces of newspaper and tape, pupils show how struts can be incorporated into their designs in order to provide strength. Teachers effectively develop problem-solving skills by setting specific design objectives and by limiting the kind of materials pupils might use in order to make their designs. There are times, however, when pupils are given insufficient opportunities to select their own materials in order to make their own decisions about what might be the best materials to use for a specific purpose. This slows down their learning in this aspect of the subject. Overall, teachers provide too few opportunities for pupils to investigate and disassemble real products and mechanisms such as torches. This limits pupils' understanding of how different component parts work and function.
102. The quality of teaching and learning is satisfactory. Planning identifies clear learning objectives that are effectively communicated to pupils. Lessons are well organised and teachers pay appropriate attention to health and safety issues during lessons. They emphasise the safe use of tools such as craft knives and scissors. Teachers intervene to make key points effectively while pupils are making models and this develops their understanding well. They question pupils effectively in order to encourage them to

evaluate their designs. Management of the subject is satisfactory. The school follows appropriate guidelines for the subject and teachers use these satisfactorily to support their planning. There are no whole-school procedures for assessing pupils' progress. This restricts pupils' learning since the development of key skills from year to year cannot be guaranteed.

GEOGRAPHY AND HISTORY

103. Geography and history are taught as part of a topic planning cycle. This means that one of the subjects may not be taught during certain weeks. During the inspection, this was the case with history.
104. Geography has a clear place in the curriculum at both key stages and pupils achieve satisfactory standards in subject vocabulary and mapping skills. Pupils' attainment is appropriate for their age, although work for the higher attaining pupils could be more challenging. Good examples of integrated work with art and use of literacy skills in presenting weather forecasts were seen during the inspection.
105. Pupils in Key Stage 1 have good opportunities to experience fieldwork at Redcar and their observations of buildings on a local walk show that they understand features that give places their character. The way they record their observation and use colour coding is appropriate for their age. Higher attaining pupils in Year 2 achieve well in interpreting landscape features from aerial photographs. They discuss uses of the buildings they identified and use the words 'viaduct' and 'reservoir' correctly. Pupils in Key Stage 2 have a secure grasp of words associated with river development, such as 'source' and 'tributary' but their work on comparisons between city and village settlements is short on detail. Work on climate and weather is good and for most pupils, better than often seen for their age.
106. In the few lessons seen, teaching is satisfactory overall with good features. In the good lessons, teachers were secure with what they were teaching and able to challenge pupils' answers. As a result they made good gains in learning, behaved well and enjoyed the responsibility for making symbols and presenting a weather forecast. This was less effective when the teacher was unable to develop some of the detailed definitions in the text or video. Classes are well managed and effective use is made of equipment such as overhead projectors and videos, to provide stimulating introductions to lessons. Planning is satisfactory, but when the whole key stage is covering the same topic, a sharper focus is needed on what is expected for each age group. For example, Years 3 and 6 use the same level of vocabulary, but the river study in Year 6 was not extended sufficiently to include the commercial uses of rivers and an opportunity was missed to introduce an international dimension to the work.
107. It is not possible to make a judgement on standards in history because it was only possible to see two history lessons during the inspection, one in the special unit, and one in Year 1. No history was being taught in Key Stage 2, in line with the school's planning cycle for history and geography. The evidence of teachers' planning and of pupils' written work, showed that a satisfactory scheme of work is in place. Pupils receive meaningful experiences of the subject as they move through the school. In the lessons seen, the pupils in Year 1 showed that they recognised the distinction between past and present in their school building and surroundings. By the end of Year 6 the pupils in the special unit have a satisfactory understanding of aspects of the past. For example, they can make simple comparisons between popular music and clothes fashions of today and of the time when their parents were young. Teaching and learning in both lessons was satisfactory.

108. A strength in the provision for history is the way in which most resources are used to stimulate interest and learning. Scrutiny of work indicates that pupils understand about what happened in the past. They use the school's own heritage centre and hold discussions with its founder (a former teacher in the school). Pupils also benefit from drama presentations by visiting specialists, talks by grandparents who fought in the Second World War, visits to Eden Camp and by handling artefacts from Victorian times and the War. This brings the subject to life for the pupils and enhances learning. The subject makes a good contribution to the development of pupils' awareness of their own cultural traditions. There are no consistently used whole-school assessment procedures and this makes it difficult to ensure that skills are developed systematically from year to year. In both subjects, teachers do not use computers enough to develop research skills.

INFORMATION TECHNOLOGY

109. By the end of both key stages, overall standards are below the national expectation. In relation to prior attainment progress has been unsatisfactory. Standards have not improved since the last inspection and the school has not managed to keep pace with the rapid changes and improvements in provision nationally. The school is well aware of this and has a good, detailed and carefully costed development plan for the subject. A start has been made on developing the new computer suite located in the library classroom and this will eventually be linked to all classrooms. Governors have been closely involved in the planned developments and have recently made additional funds available.
110. By the end of Key Stage 1, most pupils use a computer satisfactorily to access simple programs and perform basic functions. A few higher attaining pupils in Year 2 choose poems from a program and print copies in colour using mouse icons. Most pupils are familiar with basic keyboard functions and use a mouse competently for selecting and moving items across the screen. Pupils in Year 1 use computers to support work in art and use colours to draw self-chosen patterns. There are weaknesses in pupils' knowledge and understanding in sorting and classifying information and in storing and retrieving data. Across the key stage, computers are not used sufficiently to support work in other subjects. Consequently, pupils have insufficient opportunity to perform a variety of functions in a diversity of contexts.
111. By the end of Key Stage 2 the scrutiny of pupils' work and interviews with pupils indicate that most save data and retrieve stored information confidently and have a good awareness of use of information technology in the outside world. Whilst most add, amend and seek information from data, a minority only are able to load programs for themselves. Only the higher attaining pupils, many of whom have computers at home, have reached the national expected levels. Other pupils have only basic skills and are not secure in key areas. There are some good examples of pupils using computers to support their literacy and numeracy skills but generally they are not used sufficiently across the curriculum. In Key Stage 2 pupils make satisfactory progress in operational skills selecting different fonts, sizes, colours and save, retrieve and print successfully. Few pupils have more than a basic awareness of e-mail and due to lack of opportunity, progress in control and modelling is not developed from simple Key Stage 1 work. Pupils take it in turns to use the current provision of approximately one computer to each classroom. Tasks are set by the teacher and pupils interviewed state access to be no more than once a week and sometimes once every two weeks. This lack of current provision limits progress particularly for those pupils without a home computer. Pupils with special educational needs make similar progress to the rest of the class because they are often provided with additional adult support.

112. It is difficult to make a judgement on the standard of teaching in information technology as little direct teaching was seen during the inspection. From the work scrutiny and discussion with subject co-ordinators, however, it is clear that there are weaknesses in the knowledge and expertise of most teachers. The school is aware of the need for additional staff training and has prioritised this. There is also a stated commitment to provide significantly more computer access for pupils through the planned network of computers in the next academic year. Whilst teachers try to maximise the use of their classroom computer and set relative and appropriate tasks for pupils to attempt independently, on many occasions computers were not in use during the inspection and opportunities were missed to extend pupils' skills. The lack of a clear scheme of work detailing progressive skills to be taught from year to year is limiting progress for all attainment groups. Whilst check lists are in place to ensure equal opportunity of access for all pupils these do not sufficiently serve as effective assessment tools to enable teachers to match future tasks to pupils' abilities.
113. Although there are clear signs of improvement, management of the subject is unsatisfactory overall. The co-ordinators have a clear understanding of what is required to improve standards across the school but this is not yet reflected in practice. There is now monitoring of planning but insufficient monitoring of teaching in order to identify strengths and weaknesses. This, coupled with the acknowledged limited resources, has restricted opportunities for bringing about further improvements in the subject.

MUSIC

114. By the end of both key stages, pupils attain standards in music that are expected for their age. By the end of Year 2, most pupils sing a variety of songs with enthusiasm and confidence, and with an awareness of rhythm. They know how musical instruments have to be handled and understand the rhythm represented by the notes. They listen appreciatively to classical and modern music. By the end of Year 6, the majority of pupils perform short musical patterns accurately. They play simple pieces of music with confidence, and have a sound knowledge of basic musical terms. In assemblies they sing with zest. However, although their diction is good, the pupils do not always sing sufficiently tunefully and lack the necessary breathing control to shape phrases expressively. This was a concern raised in the previous report and has not been successfully overcome.
115. Pupils enjoy their music lessons and their attitudes and behaviour are good. They settle down quickly, and generally concentrate well. They listen attentively to music on tape and to class performances, and they are quick to show their appreciation of each other's work. In practice sessions using instruments, most pupils work well individually and co-operatively. They show initiative in organising themselves and responsibility in handling the instruments. Those pupils who receive instrumental tuition from a visiting instructor make good progress and pupils with special educational needs achieve successfully because of good support.
116. Teaching and learning are mostly good. The music co-ordinator is an accomplished musician and gives good leadership. Teachers have an enthusiasm for the subject and the introduction of the BBC music programmes has helped those teachers who had limited experience in particular areas of music making. This has improved the quality of learning for the pupils. The strengths of the teaching lie in the good relationships in the classroom. These give pupils the confidence to take part in musical activities and enjoy them. Teachers also use resources effectively to develop pupils' learning. In a lesson using the BBC Music Workshop, pupils in Years 5 and 6 were able to perform a simple musical pattern of their own composition. The teacher's good classroom organisation and efficient use of time enabled the lesson to move along in a purposeful way. The

lesson planning was a good example of how a programme aimed at primary school pupils can be individualised and improved by good subject knowledge.

117. The school provides some good opportunities for performance to complement the lessons in the classroom. These include regular music making in Key Stage 2 assemblies, the school's Christmas and summer productions and the end of term whole-school assemblies. Members of the school also take part in the annual Harrogate Theatre pantomime. These activities enrich pupils' learning. Music makes a strong contribution to pupils' spiritual, moral, cultural and social development through the opportunities it offers for creativity, personal response to music of widely different styles, and working in harmony together.

PHYSICAL EDUCATION

118. In the previous inspection, standards were in line with national expectations across a range of activities, which included gymnastics, games and dance. Since then, standards have been maintained, with swimming having a higher profile. Most pupils leave the school able to swim the minimum 25 metres and experience a wide programme of other water activities, including diving and water safety. Awards and certificates of achievement motivate pupils effectively. The school continues to have problems with drainage when attempting to use a nearby field during wet weather. This restricts the pupils' experience of team games and use of athletics facilities. Across both key stages, pupils build well upon their earlier learning to improve their performance and their skills. Support staff work well with pupils with special educational needs so that they participate fully in lessons and enable the other pupils to enjoy and benefit from the lesson.
119. Pupils in Year 2 warm up energetically, moving and stopping with good control. They work well in pairs with a racket and ball activity, holding the racket correctly and showing control of the bounce to the ground and upwards. In a catching activity, most pupils show hand and eye co-ordination suitable for their age and made good gains in skills during the lesson. In Years 3 and 4 pupils make satisfactory progress in the basic skills of the triple and long jump. In Year 6 gymnastic sequences boys and girls made equal contributions to their group sequences. They show great interest in their activity by arriving at the lesson with a flow chart of what they wanted to do. In an athletics lesson, pupils in Year 6 showed a good sense of responsibility by measuring jumps and timing performances, subsequently bringing their record up to date and comparing results.
120. Teaching and learning are at least satisfactory and often good across both key stages. Lessons are well planned and managed, so that learning builds on work covered in previous lessons. This is effectively used in Key Stage 2 when pupils can measure and see their improvement over a series of lessons. Good relationships support pupils' learning, for example well-timed intervention by the teacher, which improves the pupils' performance. All teachers make good use of demonstrations by pupils. This is especially effective where the teacher has good subject knowledge and can explain why it is a good demonstration. Where expertise is less secure, interventions do not advance the difficulty of the task or challenge pupils' interpretations of their activity. All lessons begin with an appropriate warm up. In the best lessons, teachers reinforce the need for this activity by asking pupils what is happening to their bodies and explain the need for a cool down exercise at the end of the lesson. Teachers set a good example of changing clothes and footwear and by giving regular reminders about performing and moving safely.

RELIGIOUS EDUCATION

121. Pupils' attainment by the end of both key stages matches the expected standards as set out in the local agreed syllabus. Standards have risen since the last inspection when they were found to be too low. Provision has also improved with the introduction of a scheme of work at Key Stage 2. However, although the schemes of work meet requirements, there are still some weaknesses in the planning. This results in some breaks in the continuity of learning across year groups.
122. By the end of Key Stage 1, pupils know some of the main stories from the Old and New Testaments and talk about the significance of Christmas and Easter. They are aware of the distinctive features of a Christian church. Pupils understand the way in which light is used as a symbol in religious festivals and they have begun to find out about Hindu family life.
123. By the end of Key Stage 2, they have gained a firm understanding of the main beliefs and practices of Christianity and also have a basic knowledge of other major world religions such as Hinduism and Islam. The pupils realise that people's lives are often shaped by their beliefs and can explain how well-known Christians such as Mother Teresa of Calcutta responded to the teaching of the Gospels. They describe how their own lives have been affected by unhappy experiences.
124. Morning assemblies make a very good contribution to pupils' religious education. Pupils of all ages appreciate the importance of prayer and praise in collective worship. Their responses during discussions in assembly show a growing understanding of the spiritual and moral aspects of life. For instance, pupils in Key Stage 1 appreciated the moral lesson about honesty and truth in the story of "The Boy Who Cried Wolf" and in a Key Stage 2 assembly, pupils gave their reasons for Zaccheus' change of heart as a result of his encounter with Jesus.
125. At Key Stage 1 much of the pupils' response is through discussion. Written work is done in the topic books, but it is difficult to locate for reference because it is not collected in a subject section. Consequently, pupils do not have a clearly accessible record of what they have learnt. In Year 2 there is too much use of worksheet drawings and brief written responses and not enough sustained writing. This slows the rate of learning, not only in the subject, but also in the development of their writing.
126. Pupils respect other people's points of view and are very interested in different religious beliefs and ways of worship. At Key Stage 2 most pupils respond well when they are given opportunities for writing at length. The variety of their writing makes a good contribution to literacy across the curriculum. Drawings and diagrams are used effectively. Their work includes the narration of creation stories from different cultures and descriptions of different places of worship as well as original writing. In this work there is thoughtful evaluations of their own reactions to experiences of suffering. One pupil movingly evoked the atmosphere at home on the death of a loved grandmother: 'Nothing but silence for a few days'. In general, however, the quality and quantity of written work is uneven throughout the key stage. For example, some of the writing on Hinduism is much more detailed in the earlier years of the key stage than in Year 6, where it is often too superficial. There is not enough written work in many of the exercise books in Year 6.
127. Teaching and learning are satisfactory overall and often good. This represents good improvement since the last inspection when teaching was generally unsatisfactory. Most teachers have a sound knowledge and understanding of the subject and plan their lessons carefully. This ensures that pupils have good opportunities for developing their spiritual and moral awareness. In the most effective lessons the teachers have very clear objectives which they share with the pupils. This impacts well on pupils' understanding of the nature of their work. Teachers use questions well to draw out

comparisons and differences in stories and attitudes. This develops pupils' learning of how people look at things in different ways and have contrasting views of the world. Pupils take an active part in the lesson and enjoy their work. Key words are well explained so that pupils learn their significance and become confident in using them in discussion. In a Year 5 lesson the very good teaching enabled pupils to gain an above average knowledge and understanding of the significant episodes in the ministry of Jesus.

128. Management of the subject is satisfactory but the co-ordinator has not yet received the training required in order to be fully effective. A scheme of work based on the local agreed syllabus is now in place for both key stages. It lacks the necessary detail and the Programmes of Study do not give enough guidance on building effectively on previous work. This is not supported by consistently used assessment procedures. This is especially the case in the work on Hinduism. Book resources and artefacts are still too limited. For example, pupils in Years 5 and 6 do not have the opportunity to use the Bible for study and reference because there are not enough copies to go round. Visits to local churches enable the pupils to appreciate the richness of their Christian heritage and a group of pupils gained valuable insights into Islamic traditions and worship during a recent visit to the mosque in Bradford.