

INSPECTION REPORT

ALL SAINTS CE SCHOOL

North Featherstone, Featherstone

LEA area: Wakefield

Unique reference number: 108257

Head teacher: Mrs J McMillan

Reporting inspector: Mrs A Pullan
30839

Dates of inspection: 8 – 12 May 2000

Inspection number: 191605

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary aided
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	North Close North Featherstone Pontefract West Yorkshire
Postcode:	WF7 6BQ
Telephone number:	01977 722600
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Appropriate authority:	The Governing body
Name of chair of governors:	Father N Clews
Date of previous inspection:	January 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
A Pullan	Registered inspector	Under fives	What sort of school is it
		English	The schools results and achievements.
		Art	Teaching
		Physical education	Leadership, management and efficiency
A Longfield	Lay inspector		Pupils' attitudes, behaviour and personal development
			Attendance
			Links with the community
			Welfare, health, safety, child protection
			Monitoring of personal development and attendance
			Personal support and guidance
			Parents
			Accommodation
M Heyes	Team inspector	Special educational needs	Pupils spiritual, moral, social and cultural development
		Science	Resources
		Design and technology	
A Scott	Team inspector	Equal opportunities	Curriculum
		Mathematics	Assessment and monitoring of academic
		Information technology	Staffing
		Geography	
		History	
		Music	

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Inspection Quality Division
The Office for Standards in Education
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school serves the area of North Featherstone. It has a separate nursery building and caters for pupils aged from three to eleven years. The school's catchment area serves two council estates and a range of private houses. There is a broad social mix and many pupils travel some distance to attend the school. The school has 185 pupils on roll, with similar numbers of boys and girls. A further 39 children attend the nursery for a morning or afternoon session. When pupils start at the nursery their achievement is typical of children of this age. Eight pupils have a statement of educational need with a further 13 being registered at Stage 3 or above. Five pupils have physical disabilities. The number of pupils with statements of educational need is above the national average but the number of pupils on the special needs register is below average. The amount of pupils eligible for free school meals is in line with the national average. None of the pupils attending the school have English as an additional language.

HOW GOOD THE SCHOOL IS

All Saints Junior and Infant School is an effective school. Pupils enter the school with an average level of attainment. As a result of good teaching throughout the school pupils make steady progress in science and good progress in English and mathematics. By the end of both key stages many pupils achieve well in the national tests for seven and 11 year olds. Results at the end of Key Stage 2 show that pupils achieve well above average results in English and even better results in mathematics and science. Some aspects of the leadership and management of the school need to be improved but the schools' aims are well reflected in its work. The school provides satisfactory value for money.

What the school does well

- Good results are achieved in the end of key stage tests.
- The quality of teaching is good.
- Pupils' attitudes are good.
- Pupils' behaviour is very good.
- Relationships amongst pupils are good.
- Pupils with special educational needs are fully included in the life and work of the school.

What could be improved

- Attainment in information technology.
- Relationships and communication within the staff and between the staff, governors and parents.
- The leadership and management of the school.
- Resources for information technology, the library, science and geography.
- Reports to parents on pupils' progress.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in January 1997. Since then the quality of teaching of mathematics has improved, partly because of the introduction of new methods of teaching this subject and partly because the results of national testing have been carefully analysed to identify areas that were not being taught as effectively as they could. As a result, pupils' attainment in mathematics has improved and is now good. In addition, the school has made excellent progress in improving pupils' achievement in national tests for seven and 11 year olds. Links between the different key stages in the school have improved and these links are now good. Despite purchasing more resources to support teaching and learning, the school is only just adequately resourced for most subjects; there are not enough resources to support the teaching of information technology and geography. In addition there are too few books in the school library. The

school has developed good systems for using tests to assess the progress pupils make, but teachers' plans for lessons and use of informal assessment still need improving. The school has tried to develop partnerships with parents but has had limited success and many parents are still not involved in their children's learning. Despite changes, aspects of the leadership and management of the school remain unsatisfactory. On balance, the school has made satisfactory progress since the last inspection.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	E	A*	A	A
Mathematics	E	A*	A*	A*
Science	E	A*	A*	A*

Key	
In the top 5 per cent of schools	A*
well above average	A
above average	B
Average	C
below average	D
well below average	E

Excellent improvement has been made in the results pupils achieve in the national tests at the end of both key stages. The school has improved its results at a much faster rate than most schools nationally. However, the standards of work seen during the inspection week are not as high as would be expected by the test results. On balance, pupils achieve a good standard of work in English. Good quality writing is produced in both key stages; the standard of reading is satisfactory but not as well developed as writing. On balance, the standard of work in mathematics is good but achievement in some areas is better than others. For example, pupils are confident in number work but find it more difficult to apply their mathematical knowledge to solve problems. Standards in science are satisfactory. Pupils have a sound knowledge of most areas of science and use the correct vocabulary. However, pupils find it more difficult to use their knowledge to design and carry out experiments. The difference between standards achieved in the national tests and in the work seen in school can be explained by the very thorough preparation the school gives pupils for the tests. This means that pupils handle test questions confidently and have a good understanding of the style required to answer the questions effectively.

When children start at the school, their attainment is similar to the national average. Pupils make steady progress throughout the school in most areas of the curriculum. Good progress is made in writing and number work. However, pupils make unsatisfactory progress in information technology and by the time they leave the school their attainment in this subject is unsatisfactory. By the age of 11, most pupils cannot use computers unaided and only use the simple features of programs. They have little real understanding of the use of spreadsheets, databases or how computers can control, measure and simulate physical events.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are interested in their work and keen to do well. They enjoy coming to school.
Behaviour, in and out of classrooms	Pupils' behaviour is very good. They are polite and courteous to each other, staff and visitors.
Personal development and relationships	Pupils carry out roles of responsibility well. They work well together in pairs and groups. Relationships amongst the pupils are good.
Attendance	Attendance is improving but is still just below average.

Pupils are very well behaved. They listen carefully to their teachers and to other pupils. Throughout the school pupils respect each other, adults and the equipment they use. Pupils reflect the Christian ethos of the school and this creates a very positive atmosphere. In most classrooms, pupils work purposefully and take pride in their work. Older pupils are keen to take on responsibilities and sensibly carry out any tasks given to them.

TEACHING AND LEARNING

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

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

The quality of teaching is good. In 96 per cent of the lessons seen teaching was at least satisfactory. Good teaching was seen in 57 per cent of lessons and very good or excellent teaching was seen in 7 per cent of lessons. However, unsatisfactory teaching was seen in 4 per cent of lessons. The quality of teaching in English was good; in mathematics there was a balance of good and satisfactory teaching but one unsatisfactory lesson was seen. Teachers have high expectations of pupils' behaviour and work. As a result, pupils take pride in their work and are keen to do well. Teachers teach the basic skills of literacy and numeracy well although too few opportunities are provided for pupils to use these skills in other subjects. Teachers use questioning well to ascertain pupils' levels of understanding and they know their pupils well through this day-to-day informal assessment. However, when planning their lessons, teachers do not identify what they will be assessing. Teachers' daily planning does not take sufficient account of what pupils already know, understand or can do, particularly those pupils capable of higher attainment. As a result, these pupils do not make steady progress and have to rapidly acquire some skills and knowledge in Year 6 in order to reach the higher levels in the national tests. Teachers analyse tests to identify pupils' specific strengths and weaknesses and well chosen class and school targets are set.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory in English, mathematics and science. Unsatisfactory in information technology. Barely satisfactory in other areas because of insufficient time allocation.
Provision for pupils with special educational needs	There is good provision for these pupils. Pupils with physical disabilities are included well in the life of the school and are supported well by classroom assistants.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes good provision for pupils' spiritual, moral and social development. Provision for cultural development is satisfactory.
How well the school cares for its pupils	The school takes good care of its pupils.

The school has introduced the National Literacy and Numeracy Strategies. The implementation of the Literacy Strategy still requires some improvement, particularly with regard to guided reading. The emphasis placed on raising standards in English, mathematics and science has reduced the amount of teaching time for other areas of the curriculum. The information technology curriculum is unsatisfactory. There is a satisfactory range of extra-curricular activities. Parents are welcomed into school and opportunities are provided for parents to be involved in the school through curriculum workshops and helping in classrooms. However, despite these invitations very few parents actually choose to attend.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The head teacher has a clear commitment to raising standards. However, other aspects of the leadership and management of the school should be improved.
How well the governors fulfil their responsibilities	Governors are caring and supportive but are not sufficiently involved at an early stage in making decisions about the future of the school.
The school's evaluation of its performance	The school has good procedures for the collection of pupil data and test results are fully analysed. However, the quality of teaching is not sufficiently monitored.
The strategic use of resources	Satisfactory.

The school has, in a very short space of time, raised results in the national tests from well below the national average to being well above average or better. Although this success should be celebrated, the result of such intense focus on one aspect of the school has resulted in other areas not being developed or maintained. Relationships between the senior management of the school and the teaching staff still need to be improved. Some of the teachers feel unsure about the quality of their work as well as their roles and responsibilities. The governing body are very caring and supportive of the school but have not yet sufficiently developed their monitoring role. They are not involved early enough in making decisions about the school or in monitoring developments. New governors are also unsure as to their roles and responsibilities. Communications between the chair of the governing body and the head teacher are

strained and are conducted on a formal basis. Subject co-ordinators do not monitor their subjects sufficiently. Teachers' planning is monitored by the head teacher but little feedback is given to teachers. The head teacher monitors the quality of teaching informally but gives little constructive feedback to teachers. There are too few books in the library and resources to support the teaching in many areas are inadequate but particularly in information technology, science and geography. The school is beginning to apply the principles of best value.

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 • Behaviour in the school is good • The teaching is good • The school expects pupils to do their best work • The school helps pupils to become mature and responsible 	<ul style="list-style-type: none"> • Homework • The information they are given about their child's progress • Links with parents • The range of extra-curricular activities

Inspectors agree with the positive comments made by the parents. Inspectors also agree that the school needs to work more closely with parents and provide clearer information as to how well their children are doing. The school sets an appropriate amount of homework in Key Stage 2 but there needs to be a clear policy about the type and amount of reading homework that pupils receive in both key stages. The range of extra-curricular activities is satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1 When children start at the nursery, their attainment is what is expected for their age. There are no pupils who have English as an additional language or from ethnic minority backgrounds. Throughout their time in school pupils make good progress in most areas of English and mathematics and steady progress in science. By the end of Key Stages 1 and 2, pupils' attainment in English and mathematics is above what is expected for their age and in line with what is expected in science. Pupils in Year 6 achieve highly in national tests. The school carefully analyses previous test results and identifies areas for improvement. Pupils are prepared very well for the tests by being given focussed teaching and experience of past tests. Pupils are therefore confident about how to answer the test questions. The school has made excellent progress in the results of national tests and now achieves well above what is expected in comparison to schools nationally and to those with a similar number of free school meals. However, attainment in information technology is below average. The school has set realistic targets to improve pupils' attainment and is capable of meeting these targets. The school has exceeded its set targets for the last three years.

2 In the 1999 national tests for seven year olds, the school's results in reading were at the expected level for their age whereas writing and science were well above expectations. These results were also well above average when compared to similar schools. Since 1996, the school's results have been improving much faster than the national improvement.

3 In the 1999 national tests for 11 year olds, the school's results in English, mathematics and science were well above average when compared to all schools nationally and to schools with a similar number of free school meals. The school's results have been improving over the last three years at a much faster rate than the national improvement.

4 Children enter the nursery with sound language, social skills and knowledge of their world. They make steady progress in the nursery, especially in gaining language and personal skills. By the age of four, most children have at least sound skill levels in writing, mathematics, knowledge and understanding of the world and creative development. Children continue to make steady progress in the reception class and by the age of five, most children reach the expected levels.

5 Pupils make steady progress in reading and good progress in writing. By the end of Year 2 their attainment is average in reading and above average in writing. This is the same by the end of Year 6. By the end of Year 2, most pupils take pleasure in reading, but use limited strategies for tackling unknown words relying predominantly on sounding out the letters of the word and using picture clues. By the end of Year 6, pupils have a good grasp of reading and are beginning to understand what is implied in a piece of text as opposed to what is actually written. In writing pupils develop an understanding of grammar and punctuation and apply this well when producing their pieces of writing. Most pupils have a good understanding that stories have to have a correct structure and contain descriptive vocabulary. Handwriting and presentation are developed systematically throughout Key Stage 2, and by the end of Year 6, pupils' skills in these areas are good. The literacy hour and the analysis of test results have improved pupils' English skills, but pupils are given too few opportunities to develop their writing skills, independently, in other subjects.

6 Pupils make good progress in the number aspect of mathematics. By the end of Year 2 their attainment is well above average in this area, and by the end of Year 6 it is also well above average. By the end of Year 2, pupils are beginning to use the correct mathematical language and to use their knowledge of

number to work out problems. By the end of Year 6, pupils have a firm grasp of number work. All but a few know their times tables and handle a good range of calculations both mentally and on paper. They calculate the areas and perimeters of two-dimensional figures through multiplication, and start to appreciate the technique of working out the areas of triangles. The numeracy hour is beginning to have a positive impact on pupils' mathematical skills.

7 Pupils make good progress in improving their scientific knowledge and understanding. By the end of Years 2 and 6 pupils' achievement is at the level expected for their age. However, pupils' knowledge and understanding of how to practically investigate science is not as well developed because they are given insufficient opportunities to plan experiments or to obtain, consider and record evidence to help them develop the skills of scientific enquiry. By the end of Year 2, pupils identify which items need either bulbs or batteries to make them work and use appropriate scientific language to express themselves. By the end of Year 6, pupils know that seeds can be dispersed in a variety of ways and accurately describe in written form how seeds are dispersed by the parent plant. However, the skills of scientific enquiry are not well developed. Very few pupils deduce or hypothesise, taking account of identified patterns when drawing conclusions. They describe and record observations and use the correct scientific language.

8 Pupils make slow progress in developing their knowledge and understanding of using computer skills to manipulate text, pictures and numbers. By the end of Years 2 and 6, pupils' attainment in information technology is below average. By the age of seven, pupils have a poor understanding of how information technology can be used and only use the simplest of features in programs. Most pupils are very reliant on adults to help them use these programs and to load, save or print their work. In addition, they have little real understanding of the use of spreadsheets, databases and how computers can control, measure and simulate physical events.

9 Pupils make steady progress in developing their knowledge and understanding of all other subjects except geography. By the end of Years 2 and 6, pupils' attainment in art, design and technology, physical education, history and music are typical for pupils of this age. Achievement is not as high in these subjects as in the core subjects of English, mathematics and science because of weaknesses in the school's curriculum in these areas.

10 Pupils with special educational needs make steady progress throughout the school. Those pupils who have been identified as needing additional support or provision have well targeted individual education plans. They participate in all areas of the curriculum and receive support when necessary. Reviews are held regularly to measure pupils' progress against these targets. Parents are invited to these review meetings.

Pupils' attitudes, values and personal development

11 Pupils' behaviour, attitudes to learning and their relationships with others are strengths of the school. This has been maintained since the last inspection. Inspectors agree with parents' positive views about this aspect of the school. Pupils are eager to come to school and respond positively towards their work and the school. They are interested in their work and concentrate on the activities they are given in lessons.

12 Pupils enjoy school life and are willing to learn. They are interested in their lessons and try hard to please their teachers. They usually get on quickly with the tasks they are given and concentrate well. For example, in a Year 4 physical education lesson pupils worked well together and concentrated on creating mirror images of each other.

13 Pupils behave very well in lessons and move around the school quietly and without fuss. They

respect adults and show a good level of self discipline when in school and in the playground. Pupils are aware of the school's rules, know what is right and wrong and the sanctions that can be imposed. The number of exclusions has risen since the last inspection but this is related mainly to one specific incident. The example set by the staff encourages good behaviour.

14 Pupils have good relationships throughout the school. Pupils react very well with each other, with teachers and with other adults in the school. They are friendly, polite and prepared to listen to each other in lessons; for example, in a Year 1 history lesson pupils animatedly discussed a range of toys and were interested in old examples brought into school by their teacher.

15 Pupils' personal development is good. Pupils develop in self-confidence and most are willing to accept responsibility and quietly carry out duties in class and around the school. They distribute registers, books and resources and ring the school bell for the end of sessions. However, pupils are given limited opportunities to find out things for themselves or to select their own resources.

16 Pupils with special educational needs work enthusiastically in lessons and respond well to whatever is asked of them. They respond immediately to their teacher's prompts and instructions in lessons and relate well to their classmates.

17 Pupils' attendance is satisfactory and is similar to that of other schools. The rate of unauthorised absence is below the national average. Most pupils arrive punctually at school and lessons start on time.

HOW WELL ARE PUPILS TAUGHT?

18 The quality of teaching has improved since the last inspection. Most of the teaching (96 per cent) is now at least satisfactory with over half the lessons seen judged to be good or very good. However, a small proportion of unsatisfactory teaching was seen (4 per cent). This is an improvement on the previous inspection when 13 per cent of the teaching was unsatisfactory. Throughout the school, most teachers have a sound knowledge and understanding of the subjects they teach, with the exception of information technology where subject knowledge is poor. As a result, teachers are confident enough to plan lessons that interest pupils and thereby gain their attention. For example, a Year 6 English lesson was based around a story written in differing styles depending on the type of newspaper it was written in. Activities involved deciding what was fact or opinion and the choice of text promoted good, purposeful discussion amongst the pupils.

19 Teachers use a range of questions well. Some questions posed are to ascertain pupils' knowledge and understanding of the subject. Others require a more detailed answer and are used effectively to develop pupils' reasoning skills. For example in a Year 1 mathematics lesson pupils had to give the correct answer as quickly as possible for 2 numbers added together, whilst in a Year 5 science lesson pupils had to explain why a particular seed would be dispersed in a specific way. This means that teachers know their pupils well although they do not always use this knowledge to match activities to pupils' abilities, especially for those pupils capable of higher attainment. As a result, although most pupils make at least satisfactory progress in the development of ideas and in gaining new knowledge, some pupils require more specific and intensive teaching in Year 6 in order to attain the higher levels in the national tests.

20 Teachers' lesson planning is just satisfactory. They relate their plans well to the schemes of work, and they list the proposed contents well. The school works to a common format which ensures a consistent approach. However, teachers do not always supply enough detail in their plans. For example, they often do not make the learning objectives clear, specify resources needed, nor identify opportunities for assessment or homework. Teachers do not sufficiently plan for pupils of different abilities. Although the level of challenge in English, mathematics and science can be high, pupils in most lessons tend to undertake the same work. This results in less able pupils often struggling as, for example, with the complexity of

vocabulary in a whole class reading session. Teachers do not provide opportunities for those pupils capable of higher attainment to develop their skills fully. There are very few open-ended tasks or activities which depend upon individual research. The school has not been consistent in setting homework for its pupils, but the new, thorough homework policy should rectify this situation.

21 All the teachers are very caring towards their pupils. Most have good control and insist on high standards of behaviour. They also vary the range of activities within a lesson to ensure that most pupils remain interested and involved enough to work productively. Most pupils respond very well to their teachers, showing respect and concentrating on their work. In the few unsatisfactory lessons seen it was as a result of not fully understanding the pupils' learning needs and consequently developing ideas too quickly. As a result pupils did not fully understand what they were doing and could not complete their tasks without a lot of adult support.

22 The school implements the National Literacy and Numeracy Strategies. Teachers teach these basic skills well and as a consequence these strategies are raising standards. However, throughout the school, teachers do not have a confident understanding as to how to teach guided reading. As a result, this particular aspect of the literacy hour is not taught well and pupils do not make the same progress that they do in other areas of English such as writing. Teachers gain knowledge about their pupils through analysing tests that pupils take and clearly identify strengths and weaknesses. As a consequence, the school has correctly identified whole school areas for development, such as story writing, and these identified areas have been developed well and standards have been successfully raised.

23 The quality of individual education plans for pupils with special educational needs is satisfactory. Teachers are aware of the specific needs that a particular pupil may have through detailed assessment and the pupil is closely monitored until they come off the register or move onto another stage. Work in the classrooms for pupils with special educational needs is planned with reference to their individual plans. The special needs co-ordinator reviews numeracy and literacy planning and holds meetings with teachers and looks at pupils' work. Classroom assistants keep personal records of what they have covered with the pupils and these are looked at by the co-ordinator. Individual education plans are reviewed regularly by staff in consultation with the special needs co-ordinator.

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

24 The curriculum is broad enough to meet the needs of all pupils. It covers all subjects of the National Curriculum and allows all pupils an equal opportunity to succeed. In particular, the school now provides a sound curriculum for children under five. This is an improvement from the last inspection since all pupils now have the correct curriculum to enable them to progress smoothly from the nursery, through the reception class and into the main school. The provision for pupils with special educational needs is also good. Teachers provide work of a similar level to that of all other pupils and ensure there is enough support for them to cope with the challenge of the work. The curriculum for pupils capable of higher attainment is just satisfactory but it does not provide sufficient opportunities for them to fully develop their investigative skills.

25 The balance of the curriculum is not good enough. The school rightly places emphasis on its provision of English, mathematics and science, but this is at the expense of other subjects. The time spent on subjects, such as information technology, geography and history, for example, is too brief. Although pupils are timetabled to receive one hour's teaching each week on information technology, this is a very recent development. Pupils in Key Stage 1 have particularly received very little time on computers and other areas of information technology. Furthermore, the school does not fulfil its statutory requirements in providing the full curriculum for information technology. Pupils receive very little teaching in control technology, simulation activities and monitoring processes, and this is a weakness. The overall amount of

teaching time in Key Stage 1 is well above the recommended level but in Key Stage 2, it is below. This is the same situation as in the last report.

26 Other areas of the curriculum are only just satisfactory. The science curriculum covers some areas of health education, and within the policy other areas are addressed. This includes drugs awareness, which the school deals with by inviting a specialist to the school to advise pupils. The school deals with sex education more consistently through annual visits by the school nurse and there is a sex education policy. However, the policy is out of date and does not relate to how the school currently responds to this issue.

27 The school plans its curriculum satisfactorily. It has implemented all recent initiatives, such as the National Literacy and Numeracy Strategies, as well as new national schemes of work for most other subjects. These provide teachers with a solid structure for their termly plans. Teachers have undergone some training to help them to introduce the new strategies but are not confident with all aspects of them. For example, in English, not all teachers are confident about how to divide lessons into the recommended phases and they find it hard to blend group reading, in particular, into the lesson as a whole. It is a similar situation with other subjects. Teachers follow new schemes of work too literally and have not yet decided on how to adapt the recommended syllabus to best meet the needs of their pupils. In one music lesson, for example, pupils spent far too long repeating simplistic rhythmic patterns because the course guide had specified this, rather than moving on to more challenging rhythms or developing their own versions.

28 The curriculum as a whole is quite rigid. The timetable is efficiently planned but it places subjects in isolation. There is little planned provision for any cross-curricular activity. The use of literacy, numeracy and information technology in other subjects is limited. When it does take place, it does so fortuitously, such as when pupils constructed graphs on a computer to highlight their mathematical findings. The school does broaden the curriculum by inviting experts to the school to bring subjects alive, such as a 'Viking warrior', and by taking pupils on visits to such places as Eden Camp and Pontefract Castle. Year 3 pupils benefit particularly from a residential stay on the coast, looking primarily at geographical topics. However, within the school, the atmosphere is not especially inspiring and opportunities are missed to broaden pupils' outlooks. For example, although music is played sometimes when pupils enter and leave assembly, it is not mentioned or discussed. There is a reasonable range of extra-curricular activities including drama, design and technology and netball.

29 Pupils with special educational needs are sometimes withdrawn for specific help and support, either individually or in groups. Work is set to suit the abilities of pupils with special educational needs and the school ensures that they are given the full range of its curricular provision. For example, pupils go on the bus to increase and develop their life skills. All special educational needs pupils have easy access to all areas of the school and extra curricular activities. Where practicable the school ensures that pupils with special educational needs take a full part in all school activities.

30 The school continues to make good provision for pupils' spiritual, moral and social development. Provision for their cultural development remains sound.

31 Spiritual development is good. The quality of assemblies is good and they allow pupils the opportunity to reflect on a particular issue to deepen their self-knowledge. The local vicar associated with the school takes assembly on a weekly basis. The presence of all members of staff at each assembly adds to the sense of importance and occasion. During lessons pupils are provided with opportunities to experience the wonder of the world in all its forms and shapes. For example, in a Year 1 history lesson, pupils were amazed at the quality of a toy that was over forty-five years old!

32 The provision for pupils' moral development is also good. The whole ethos of the school is directed towards relating what is morally right and wrong. In all classes there is evidence of the way that

positive rules for behaviour are consistently reinforced. For example, in a Year 3 science lesson pupils were reminded of the moral issue of waiting their turn in a group activity, and not pushing in. Teachers are good role models and have high expectations of pupils' behaviour. They approach problems even-handedly and show fairness by listening carefully to both sides of a disagreement.

33 The social development of pupils is another strength of the school. Co-operation between pupils is good and they work well together in pairs or small groups. For instance, in a Year 4 physical education lesson pupils worked well together in putting up apparatus for gymnastics work and then taking it down. Older pupils are given responsibilities throughout the school. They help younger pupils in the nursery and clear away tables and chairs in the dining hall. All classes have monitors and pupils are encouraged to take responsibility in lessons. A noticeable feature of classroom behaviour is the way in which all pupils listen with respect to others and appreciate their points of view. For example, in a Year 3 athletics lesson pupils worked well together in their small groups. The good relationships in all classes are a positive feature of the school and contribute significantly to the social development of pupils.

34 Provision for cultural development is sound. There is a wide range of visits in connection with class topics, which include visiting Clarke Hall, Eureka, and the Viking Centre in York. A number of visitors also come into school to talk about their roles in the local community: such as, the Fire Brigade; the school nurse who comes into school to talk about asthma; and the railway police about safety. Pupils have experienced having an artist in school to develop and enhance their experiences in art lessons. Pupils' knowledge of other cultures, apart from learning about other religions, are more limited. This was noted in the last report. The current provision for representing other cultures is still under-represented within the school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35 The school has good formal systems to assess pupils' progress. This has been developed well since the last inspection. Teachers use the local authority's guidelines efficiently to check pupils' attainment upon entry to the main school. Teachers regularly and sensibly check pupils' attainment in English, mathematics and science through a series of standardised and informal tests. They analyse the results to identify areas for development. For example, the school is aware that it needs to develop pupils' investigative skills in science and mathematics and intends to tackle this issue. In addition, it uses the results of its assessment to set class targets and, in the main subjects, targets for individual pupils. These can be useful in focusing pupils' minds upon what they need to improve but, usually, the targets are too vague to be effective. For example, one target in English was to improve the quality of vocabulary. The lack of detail about the kind of vocabulary and absence of specific explanation as to how to improve this make such targets difficult to achieve and to measure. Individual work plans for pupils with special educational needs, though, are specific to individual need.

36 The recording of pupils' progress is limited. Teachers do keep a record of pupils' individual achievements in tests, and they also keep examples of pupils' work in individual folders. This work is not stored in a structured way, nor is it assessed to show levels of attainment. As such, it is of little value. Similarly, teachers keep records of pupils' progress in reading which are too vague and do not specify pupils' precise achievements and needs. Pupils do not have their own reading records to be aware of their own progress. The annual reports on pupils' progress are not satisfactory. The comments made on all subjects are too general and do not state clearly what a pupil knows, understands and can do. For example, teachers may say that a pupil enjoys singing but does not specify what actual skills the pupil has. In addition, the format of the report does not have separate sections for information technology and design and technology. This can mean that teachers do not always report on progress in both subjects.

37 Teachers know their pupils well. They assess pupils' progress in class reasonably well and sometimes they amend their teaching plans accordingly. For example, in a mathematics lesson, when a

teacher became aware of a weakness in multiplication strategies, she made a note to work on this at a later date.

38 There are good procedures in place for child protection and promoting pupils' well being, health and safety but there are weaknesses in supporting pupils' academic and personal development. The head teacher takes the lead in setting the ethos, care, order and structure valued by parents. There are some health and safety issues, which have been identified during the inspection. These have been formally identified to the head teacher and governors.

39 Required health and safety measures and procedures are in place and regular risk assessment inspections are undertaken. Teachers are conscientious in their supervision of pupils in class. Effective use is made of visits from fire officers and the police in conjunction with issues related to 'Stranger Danger'.

40 The school promotes good behaviour very well through the discipline policy. Pupils, staff and parents know the rules and sanctions and parents are informed of all instances of their child's inappropriate behaviour. Instances of bullying or oppressive behaviour are dealt with promptly. Teachers often praise pupils for their positive responses and good behaviour and pupils value the house points given.

41 Procedures to monitor attendance are sound. The school works in partnership with the Educational Welfare Officer to contact families when any pupils' attendance gives cause for concern.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

42 The school has a satisfactory partnership with parents. This has been developed since the last inspection but some improvement is still needed. Ninety-one per cent of parents agreed that the school has high expectations of their children and a similar percentage agrees that their children are making good progress. A small number of parents are uncomfortable about approaching the school with problems and feel that they are not kept well enough informed about their children's progress.

43 Some parents help in the classroom on a regular basis, especially in the Nursery and Key Stage 1 classes and on educational visits, whilst one mother regularly maintains the wild life area.

44 The quality of information that parents receive about the school and its curriculum is unsatisfactory, as in the previous report. Some improvements have been made and the school brochure now contains all of the statutory information which is presented in a straightforward manner. Parents receive regular information letters, but there is no regular newsletter. Parents were invited to meetings to introduce them to the literacy and numeracy hours. The pupils' annual progress reports do not meet statutory requirements with regard to the reporting of information technology and the teacher's comments about the other subjects do not clearly identify what pupils know, understand or can do. There is a formal consultation with parents in the Spring Term. Informal opportunities to consult with teachers in the autumn and summer term are offered to parents.

45 The parents of children with special educational needs are kept closely in touch with their children's targets and progress towards them. They are invited to the meetings to review the pupils' individual educational plans.

46 There is no parent or friends' association and parents only support fund raising events, which are held during the school day. This has the effect of excluding many parents who have jobs.

47 The school has recently introduced a Home School Agreement, which has been signed by the majority of the parents, but it is too early to make a judgement as to its effectiveness. Parents support their

children by listening to them read at home and by supervising their homework.

48 The school has satisfactory links with the local community. The school hall was used for services whilst the church was being repaired and is regularly used by the Karate Club. There are satisfactory links with local industry and commerce especially in connection with fund raising events. The school has well-established links with the secondary schools.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49 The leadership and management of the school requires some improvement. The head teacher has a clear commitment to raising standards and the day-to-day management of the school is effective allowing the teachers to concentrate on teaching. However, relationships between the head teacher and deputy head teacher of the school and other teachers are unsatisfactory. Communication between the head teacher and the chair of the governors is not as good as it should be and this is resulting in a “tension” between the two. The secretary has clearly defined roles and responsibilities and supports the head teacher well. The school presently has a deficit budget. This has been the case for the last three years and is a result of previously poor financial management and falling rolls. As a result of careful financial management by the present head teacher this deficit has been reduced and indications are that the school roll is improving.

50 The previous auditors’ report was in 1988 and is therefore too old to be of value. However, the previous inspection report identified a number of financial issues to be tackled and the present head teacher has made good progress in this area and most systems are now satisfactory. However, the school relies mainly on paper-based systems when dealing with financial issues. The consequence of this is that the school cannot accurately state what the current financial situation is at any given time. Sound use is now made of the local education authority’s services and the school is beginning to understand the principles of best value. Grants given to the school, for example for pupils with special educational needs, are used well.

51 The head teacher has good relationships with pupils. However, relationships within the staff are not as good and some teachers feel they are not always sufficiently supported. Many teachers feel that they are unable to express this “unhappiness” openly and, as a result, staff and senior management have different perceptions as to the quality of relationships in the school. The induction of new staff to the school was raised as an issue in the previous report. Despite new systems being put into place, because of the high turn over of staff and significant staff sickness, this has resulted in the head teacher and deputy head teacher being responsible for this area. The head teacher and deputy head teacher have been unable to give the amount of time and support necessary to new staff and, as a consequence, they feel unsure about their quality of teaching and planning. In addition, monitoring of the quality of teaching has been carried out mainly by the local education authority. The head teacher does not formally monitor the quality of teaching or planning and as a consequence some teachers feel unsure as to which areas of their teaching they are doing well and which require improvement. This means that the professional development of staff is related solely to areas identified in the school development plan rather than identified personal development needs.

52 Priorities for improving pupils’ achievement have been well established and all staff share a commitment to raising standards and providing an effective learning environment. Results of national tests are analysed well. The school has set realistic targets but has previously greatly exceeded these targets. Specific areas for improvement are clearly identified from previous results and pupils are given very thorough preparation for the tests. As a result, pupils are confident when sitting the tests and are very familiar with the format of the tests and the correct vocabulary to be used in their answers. This has resulted in excellent improvement in the number of pupils who achieve the expected levels for their ages.

53 Governors are very interested in, and supportive of, the school. An improvement has been made

since the last inspection in the quality of the governors' annual reports to parents and the school prospectus and these now cover all of the necessary areas. A committee structure is in place and some governors have specific monitoring responsibilities such as special educational needs, literacy and numeracy. However, this role is quite new and requires further development for governors to effectively influence decisions about the curriculum. Governors are keen to fulfil their statutory duties. Despite this, they rely too much on the professional expertise of the head teacher and are not involved at an early enough stage in making decisions that effect the long-term financial and educational direction of the school. For example, the governing body approves the school development plan and budget when it is submitted to them, rather than helping to decide the priorities at the start of the process. The school development plan identifies areas that need improvement or development. Time scales, cost involved and the staff responsible for the improvements are identified. This is an improvement since the last inspection. On the appointment of the present head teacher a high priority was given to establishing relationships between the chair of governors and the head teacher. This worked well initially but the relationship has deteriorated to the present situation where there is a tension between them.

54 Subject leaders do not yet monitor their areas sufficiently. The head teacher monitors the quality of teaching informally but little constructive feedback is given to teachers. All subject leaders monitor teachers' planning to ensure there is full coverage of the National Curriculum. However, they do not evaluate this monitoring to target specific areas for development. Subject leaders do not monitor the quality of work produced in pupils' books and there are no portfolios of work for teachers to use for judging standards. As a result, subject leaders do not have a full knowledge about standards in their subjects or areas that require specific development. This means that the school cannot guarantee that future developments are correctly prioritised to match the needs of the pupils or teachers.

55 The school has good procedures for identifying those pupils with special educational needs. Pupils are identified at an early stage and are provided with good additional support because the school has clear criteria by which to identify pupils with special educational needs. Documentation is completed effectively and good use is made of outside agencies. Individual education plans have clear targets and there is good liaison between special needs teachers and class teachers.

56 The school has a satisfactory number of suitably qualified teachers to meet the needs of its pupils. There is no qualified teacher in the nursery, which is run by two qualified nursery nurses. They are supported with their planning and provision by the head teacher. Throughout the school, there is a sound blend of experience and youth among the teachers but the benefit of this is diluted by poor relationships between some members of staff. This situation has been further complicated by a high turnover of teaching staff in recent years. This has been unsettling for the school; for example, one class in Key Stage 2 has had a large number of teachers over the past two terms.

57 All teachers, including newly qualified staff, are responsible for at least one curricular subject and also support colleagues in their subjects. This places a strain on younger staff in particular, especially as the school does not ensure that they have enough training and support to help them with their work. Teachers have a suitable contract of employment and also a job description which details their responsibilities for subject co-ordination. However, these have insufficient relevance, since the documents are not adapted to the demands of different subjects and, therefore, the guidance is too broad. Furthermore, teachers only received these lists of responsibilities just before the inspection, and have not had enough time to appreciate them.

58 The school benefits from good support staff. There are ample support staff who work effectively alongside class teachers to help lower attaining pupils and pupils with special educational needs. The school also has efficient supervisory staff to oversee the pupils at lunchtimes. The school secretary works closely with the head teacher to ensure the smooth running of day-to-day school administration and financial control. The caretaker works hard to provide a clean, safe and secure environment for the pupils

and staff.

59 The school's staff development programme is unsatisfactory. The planning of staff training is linked to the school development plan, but the school does not prioritise its training enough. For example, teachers have only received one formal day of training this year, plus three evening sessions, to help them apply the major new initiative of numeracy. In other subjects, the school is not acting quickly enough to improve teachers' confidence and competence in, for example, information technology, but also history and geography. Not all teachers fully appreciate how to apply the National Literacy Strategy and this issue has not been resolved. The head teacher is currently in the process of conducting staff development interviews but these occur on an informal basis and do not yet sufficiently link to the school development plan. Furthermore, funding has not been available to enable staff to undergo relevant training courses. Newly qualified teachers do benefit from specific courses run by the local authority, and from time out of their classrooms, to gain a broader experience by observing the work of colleagues. They are allocated a mentor and an induction tutor, but this support is less effective than informal discussions with colleagues. Moreover, the staff handbook is not kept up-to-date and is not always supplied to new teachers.

60 The special needs co-ordinator and head teacher monitor the provision offered to pupils in the school. The special need co-ordinator is a member of the senior management team of the school. The leadership and management of the provision for pupils with special educational needs are good. Currently the special needs co-ordinator is not given any planned non-contact time to carry out the work, although the head teacher gives her the necessary time to ensure that the pupils concerned receive the full provision required by the Code of Practice. There is a governor responsible for special educational needs, and she is made aware of issues in school. The annual report sent to parents by the governing body includes a section on the school's provision for special educational needs.

61 Since the last inspection the school has tackled the issue of inadequate resourcing of basic equipment in classrooms. All classrooms now have adequate resources to ensure that lessons run smoothly and which are accessible to pupils. However, there are still major deficiencies in the resources available for teaching different subject areas across school. For example, in information technology, science and geography the resources to support the teaching of these subjects are both inadequate and unsatisfactory in quality and range. The school has been increasing the number of books in the school. There are sufficient for lessons but there is still a need for more attractive and up-to-date books in the library.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

62 In order to improve the quality of education at the school, the governors, head teacher and staff should:

- a) Raise attainment in information technology by:
 - clearly identifying what skills pupils should have learnt by the end of each year;
 - improving teachers' confidence and expertise in using and teaching information technology;
 - purchasing the hardware and software needed to deliver the full requirements of the national curriculum;
 - using information communications technology more effectively to promote pupils' learning in other subject areas;
 - more effective monitoring of the provision made for information technology and using the results of this monitoring to improve the provision and planning of teaching and learning. (Paragraphs 112, 113, 114, 115, 116 and 117)

- b) Improve the leadership and management of the school by:
 - monitoring the quality of teaching and the curriculum more effectively;
 - clarifying the roles and responsibilities of the governing body;
 - clarifying the roles and responsibilities of teachers;
 - planning priorities and initiatives as part of the school development plan and ensure that teachers and governors are involved in strategic planning from an early stage. (Paragraphs 51, 53 and 54)

- c) Improve relationships between staff, governors and parents by:
 - improving the communications between them;
 - improving the support provided for newly appointed staff;
 - involving governors and staff at an earlier stage in making decisions about the future development of the school;
 - linking the appraisal system more clearly to the training needs of teachers;
 - providing reports that clearly inform parents about the progress their children are making. (Paragraphs 51, 56, 57 and 59)

In addition to the above issues for action, the following issues should also be considered by the governing body when the action plan is being written:

- Reports to parents on pupils' progress. (Paragraph 36)
- Improve pupils progress in geography. (Paragraph 103)
- Continue to improve resources especially for the library, science and geography. (Paragraphs 74, 94 and 106)
- Increase the amount of time given to areas of the curriculum other than the core areas of English, mathematics and science. (Paragraph 25)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	24
Number of discussions with staff, governors, other adults and pupils	46

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	6	52	38	4	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	20	185
Number of full-time pupils eligible for free school meals	0	30

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	8
Number of pupils on the school's special educational needs register	0	48

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	19
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	5.39
National comparative data	5.4

Unauthorised absence

	%
School data	1.51
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	8	12

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	6	6	8
	Girls	12	12	12
	Total	18	18	20
Percentage of pupils at NC level 2 or above	School	90% (86%)	90% (86%)	100% (96%)
	National	82% (80%)	83% (81%)	87% (84%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	6	8	6
	Girls	12	12	12
	Total	18	20	18
Percentage of pupils at NC level 2 or above	School	90% (86%)	100% (89%)	90% (82%)
	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	16	7

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	16	15
	Girls	6	7	7
	Total	20	23	22
Percentage of pupils at NC level 4 or above	School	87% (87%)	100% (96%)	96% (91%)
	National	70% (64%)	69% (58%)	78% (69%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	16	16
	Girls	6	7	7
	Total	20	23	23
Percentage of pupils at NC level 4 or above	School	87% (87%)	100% (96%)	100% (69%)
	National	68% (64%)	69% (64%)	75% (70%)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	182
Any other minority ethnic group	3

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	9	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	26.4
Average class size	26.4

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	108

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0

Total number of education support staff	2
Total aggregate hours worked per week	65

Number of pupils per FTE adult	10
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FTE means full-time equivalent.

Financial information

Financial year	1998 -1999
	£
Total income	290,491
Total expenditure	292,795
Expenditure per pupil	1,331
Balance brought forward from previous year	-14,990
Balance carried forward to next year	-17,294

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	218
Number of questionnaires returned	57

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	44	4	0	0
My child is making good progress in school.	67	21	5	2	5
Behaviour in the school is good.	40	56	4	0	0
My child gets the right amount of work to do at home.	42	25	21	11	2
The teaching is good.	64	27	2	4	4
I am kept well informed about how my child is getting on.	42	35	16	4	4
I would feel comfortable about approaching the school with questions or a problem.	54	35	9	2	0
The school expects my child to work hard and achieve his or her best.	67	25	5	0	4
The school works closely with parents.	39	42	12	5	2
The school is well led and managed.	54	35	5	2	4
The school is helping my child become mature and responsible.	57	41	0	0	2
The school provides an interesting range of activities outside lessons.	26	31	22	9	11

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

63 When children enter the reception class, their attainment is typical of four year olds. Most pupils have sound levels of English. Their personal and social skills are also average when they start at the school. Children make steady progress in the nursery and reception classes. By the age of five, most children are achieving the levels expected of this age in all areas of learning. There has been good improvement in this area since the last inspection and the curriculum provision for those children who are under five is now satisfactory.

64 Children make steady progress in developing their personal and social skills. They work and play together well, for example, when working in the sand and water areas, or when using building blocks and small models on the mat. Children are starting to become confident and develop relationships with their classmates and adults working in the class. They quickly learn to take turns and share and respect each other's views.

65 Children make steady progress in developing their language and literacy skills through a variety of activities that encourage them to speak with growing confidence. They listen carefully to their teacher and other adults working in the class and follow instructions. For example, they listened carefully to the teacher explaining about how to cross the road safely and were able to explain what some of the dangers might be. Children enjoy choosing books and some recognise familiar words. Most can identify the letters of the alphabet and know the sounds of them. Many children are beginning to write independently and those pupils capable of higher attainment write simple sentences themselves. By the age of five, children's literacy skills are what is expected by this age.

66 Children make steady progress in developing their mathematical skills. They count and learn about shape, and using these shapes to explore patterns. Children are familiar with some number rhymes and counting games and enjoy using "ten green bottles" to learn about subtraction. Many children can count to 10, although most are reliant on using cubes or small models to do this. Most recognise and use the numbers from 1 to 10 and add single digit numbers correctly. By the age of five, most children are working at the levels expected by this age.

67 Children make steady progress in developing their knowledge and understanding of the world. They talk about where they live and their families. For example, some could discuss what colour their eyes were and what colour the eyes of their parents were. Children have a simple knowledge of the school, for example, they could describe how to move to different classrooms and some could explain, in simple terms, how they came to the school and what they would see out of the bus window on the way to school. Children look at materials and identify simple properties, for example, identifying rough and smooth paper. Children make very slow progress in developing their use of information technology in the reception class. By the age of five, most children are working at the levels expected by this age except in information technology where they are well below.

68 Children make steady progress in the development of their creative skills through playing together and working on a wide range of art and construction activities. They use a range of different materials and equipment in art and use colours effectively when creating pictures. Children know rhymes and songs by heart. Children build models using a range of construction kits and materials. For example, they have built models of buildings and vehicles using wooden blocks and plastic building bricks, and have made and decorated models using recycled materials. By the age of five, most children are working at the levels expected by this age.

69 Children make steady progress in developing their physical skills. Children in nursery have access to an outdoor play area and use mobile toys. They develop sound skills through physical education and movement lessons. For example, children learnt to move in different ways by running, jumping, skipping, and balancing. By the age of five, most children are working at the levels expected by this age.

70 The quality of education provided for the under fives is satisfactory. There is no qualified teacher in the nursery but the 2 qualified nursery nurses plan well together to ensure appropriate provision. The quality of teaching in the reception class is satisfactory, although a number of good lessons were seen. Sound planning identifies what children should have learnt in each of the areas of learning by the end of each half term. Short term planning identifies the learning objectives of the activities that are directed by the nursery nurses, but does not identify the objectives for the activities that children choose for themselves. A range of activities is planned for: from whole class sessions to group activities that are selected by either adults or children. The reception teacher and nursery nurses have secure knowledge of the under fives' curriculum and base the work they provide on first hand practical experiences. This planning is based on the nationally recommended areas for learning and children are effectively prepared for the National Curriculum.

71 Resources to support the teaching of the under fives are only just adequate. Much of the equipment is becoming old and shabby and there is an absence of large soft equipment or permanent outdoor climbing equipment.

ENGLISH

72 By the end of both key stages, pupils' achievement in English is above the levels expected for their ages in speaking, listening and writing and matches what is expected for their ages in reading. In the national tests for 11 year olds in 1999, pupils' results were well above average when compared to all schools and were also well above average when compared to schools with a similar number of pupils eligible for free school meals. The school's results have shown an excellent improvement over the last three years.

73 Pupils enter the school with average levels of speaking and listening and all pupils, including those with special educational needs, make good progress. Most pupils reply to questions from the teacher clearly and confidently using complete sentences. They confidently justify or explain preferences-for example, when comparing one particular style of art to another. They are very willing to speak to visitors and helpers in the school and do so in a friendly, polite manner using standard English. Throughout the school most pupils listen attentively, sometimes for quite long periods without becoming distracted. As a consequence they follow instructions well and have a sound understanding of how to complete set tasks.

74 Pupils make steady progress in reading throughout both key stages and achieve by the end of Year 6 what would be expected for 11 year olds. In Year 1, pupils recognise most letter sounds and use them to sound out unknown words. They have an increasing amount of words that they recognise by sight and most pupils read complete sentences. By the end of Year 2, most pupils say they enjoy reading. They have not yet developed a preference for a particular style of book and enjoy both fiction and non-fiction. However, they use limited strategies for tackling unknown words relying predominantly on sounding out the letters of a word and picture clues. They confidently discuss the title and author of books and can retell simple stories using their own words. Few pupils read with expression although they are becoming more confident and fluent readers. In Key Stage 2 many pupils prefer a particular style of book or author and show an understanding of what they have read by explaining why some of the characters react the way they do. They have a sound understanding of how characters and plots develop. Throughout the school pupils have a limited knowledge of how a library is organised. By Year 6, pupils can locate books only by alphabetical order but can use them to find relevant information. They understand and use the contents and

index pages of books. However, there is an unsatisfactory selection of books in the library and those that are available do not help with the development of pupils' skills of skimming a text for understanding or scanning a text for information. Pupils have a good comprehension of text and by Year 6, understand what is implied within a piece of text as opposed to what is actually stated. These skills enable pupils to attain the higher levels in national tests.

75 Pupils make good progress in writing throughout the school. They enter the school with sound literacy skills and by the end of Year 2 write confidently in a range of ways such as poems, instructions and short stories. Most pupils write in complete sentences and spell many common words correctly. The stories they write are becoming longer and more detailed. In Years 3 and 4, many pupils use the basic punctuation of capital letters and full stops consistently and most stories are beginning to include description and the development of a plot. However, pupils find it difficult to alter their style of writing to fit a particular task, for example they will write up a science experiment in a different style to how they recall what they did on their holidays but rely heavily on the teacher giving them a particular style to copy or completing a worksheet. This is a result of teachers not including in their lesson plans specific tasks that develop pupils' literacy skills specifically for the subject. In Years 5 and 6, pupils make good progress in understanding the structure of grammar and punctuation and use this well when writing independently. By the end of Year 6, most pupils have a good understanding that stories have to have the correct structure and contain descriptive vocabulary. Stories are imaginative and are written in such a way that the reader wants to read on to find out what happens. Handwriting and presentation are good.

76 Pupils with special educational needs make steady progress and are well supported by classroom assistants. The school makes full use of the Additional Literacy Strategy for Years 3 and 4 and booster classes for Year 6. Teachers are aware of the targets set in pupils' individual education plans and match work well to pupils' needs.

77 The teaching of English is good. No unsatisfactory lessons were seen. Planning in English is satisfactory with teachers taking account of the Literacy Framework. Most teachers try to make the subject appealing to pupils through lively teaching and using a variety of resources. As a result, pupils enjoy lessons, concentrate on their tasks and are eager to work. All teachers are well organised and prepared in advance of the lessons so that no time is wasted. However, many teachers do not yet fully understand how to incorporate guided reading into the literacy hour and, as a result, pupils do not make the same progress in reading as they do in other areas of English. Most teachers know their pupils well and use questions well to assess how much pupils understand. Pupils show a keen interest in English lessons and respond well to the activities with which they are presented.

78 The English curriculum meets National Curriculum requirements. The school has introduced the Literacy Strategy and has also correctly identified the areas that require further development. The subject leader has begun to monitor provision and has correctly identified the need to have a clear whole school policy about reading. The lack of a clear policy has resulted in confusion amongst the teachers and parents as to how and when pupils will be taught reading and whether they should be heard reading on an individual basis. Drama is not taught specifically throughout the school but is used successfully in assemblies and in school productions. Assessment of pupils is undertaken annually by the means of optional test material available to schools and results in these tests are analysed to identify areas for development or track individual pupils' progress. This has identified specific areas for development. There is no consistent marking policy and, as a consequence, marking is not always used effectively to inform pupils about how their work could be improved. The procedures for monitoring pupils' attainment in reading do not clearly identify how pupils' reading should be improved and are not used consistently by all teachers. Some pupils are encouraged to take their reading books home regularly to share with parents but there is no consistent policy for this throughout the school.

79 Teaching in other subjects does not fully support the development of literacy skills. Pupils use a

variety of books to support other subjects and topics but writing in the style appropriate for a particular subject is not well developed, for example, writing up experiments in science or empathetic writing in history. As a result, pupils' skills are not developed as well as they could be.

80 English resources are adequate in most areas except the library. The school has recently spent a lot of money on a variety of books to support the Literacy Framework. The reading scheme has been developed to include a wider selection of books and, as a result, pupils like to choose books from school to read for pleasure. However, the library is under-resourced and therefore not used sufficiently to develop pupils' research skills. English makes a positive contribution to pupils' spiritual, moral, social and cultural development. Teachers take the opportunity to discuss moral issues when they are presented in stories. Sessions at the end of literacy lessons provide good opportunities for pupils to value the work of their classmates.

MATHEMATICS

81 By the end of both key stages, pupils' achievement in mathematics is above what is expected for their ages. In the national tests for 11 year olds in 1999, pupils' results were very high when compared to all schools and were also very high when compared to schools with a similar number of pupils eligible for free school meals. The school's results have shown an excellent improvement over the last three years. Results have been improved by the clear identification of areas of weakness, the development of number work and on intense revision prior to the national tests. Inspection findings show that pupils' achievement in number is good, but that achievement in other aspects of the subject, such as measuring and data-handling, is only what would be expected for their ages. Pupils are not currently gaining the higher levels of attainment as shown in previous national tests. This can be attributed to the difference between year groups.

82 Throughout the school, pupils make steady progress in using and applying mathematics. By the end of Year 2 pupils are beginning to use correct mathematical language. For example, they compare lengths by using terms like 'longer/shorter' and 'wider/narrower'. They start to use their knowledge of number to work out problems, such as the possible variations of positions when placing two eggs in an empty egg box. However, pupils do not do enough of this work for them to progress quickly and with confidence. By the end of Year 6, pupils apply their knowledge far more readily but tend to use familiar strategies for solving problems rather than develop their own. Pupils try, for example, to find different procedures for subtracting two digit numbers but tend to fall back on the one supplied by the teacher. Older pupils multiply numbers to one decimal place, such 2.5×3.9 , but do not understand how to gauge the reasonableness of their answer. They might give the answer as perhaps 97.5, without realising the answer should be nearer 10 than 100. Pupils do not have sufficient opportunity to develop this aspect of mathematics fully.

83 Pupils make good progress in their knowledge of number. By the end of Year 2, pupils are mostly confident with the value of hundreds, tens and units. They add and subtract simple numbers with ease and have several ways of doing this successfully, for example, $7 + 8 = 7 + 7 + 1$. They are beginning to learn their times table to enable them to multiply numbers up to five, although lower attaining pupils struggle with this activity. Most pupils handle comfortably basic fractions, such as $\frac{1}{2}$ and $\frac{1}{4}$, and even start to understand more complex ones, like $\frac{3}{5}$. By the end of Year 6, pupils have a firm grasp of number work. All but a few know their times tables and handle a good range of calculations both mentally and on paper. For example, they appreciate how fractions can be the same but written differently, for example, $\frac{2}{5} = \frac{8}{20}$. They break down numbers into factors and they work out percentages of numbers and equate them with decimals and fractions. They multiply two and three digit numbers accurately, as well as numbers to two places of decimals and calculate the squares and square roots of numbers.

84 By the end of Year 2, pupils understand how to measure accurately. They check the lengths of

everyday objects and give their answers in metres or centimetres. They know the names of many two-dimensional shapes, like triangles and rectangles, and identify them by counting the number of sides. They also handle information and show their findings correctly. For example, pupils make tally counts of such things as favourite colours, and then display their findings as simple block graphs. By the end of Year 6, pupils have refined their measuring techniques. They calculate the areas and perimeters of two-dimensional figures through multiplication, and start to appreciate the technique of working out the areas of triangles. They also know the names of different kinds of triangles and construct right-angled triangles. They are able to plot irregular shapes on squared paper by using co-ordinates and when presenting data produce a variety of graphs, occasionally using a computer.

85 The quality of teaching is generally good. Teachers have clear expectations of pupils' behaviour and levels of concentration and the pupils respond very well to these. They also expect high standards of work from the pupils and this is clearly seen in the emphasis on revision work before national tests. Support staff and other adult helpers are used well, which especially helps pupils with special education needs. They use available resources sensibly and, sometimes, most effectively. For example, one teacher used a puppet to focus pupils' attention and stimulate them into mental maths activity. Teaching is also effective when the teachers use the pupils themselves as an integral part of the explanation. For example, younger pupils practised counting the number of hops performed by another pupil. Teachers keep a watchful eye on progress within a lesson and are happy to spend time supporting pupils who are struggling. However, teachers do not always address the needs of all their pupils. Teachers plan their lessons according to the guidelines of the National Numeracy Strategy and this ensures good, continuous learning. However, their lesson planning is often too brief and does not give sufficiently clear information about learning objectives and group work. They provide virtually identical work to all pupils, which does not provide sufficiently for the different abilities and rates of progress of pupils. This means that more able pupils may have to wait for other pupils to finish their tasks. Furthermore, teachers tend to direct pupil's learning rather than encouraging them to learn how to solve problems for themselves, and this restricts the development of pupils' powers of deduction.

86 The co-ordination of the subject is not effective. The subject co-ordinator is capable and willing but lacks the training and the time to monitor the subject properly. There is no time allocated for the co-ordinator to observe colleagues teaching or fully assess the progress of pupils throughout the school, nor is there an opportunity to scrutinise the weekly teaching plans of colleagues. The school is aware of this situation but is not moving quickly enough to remedy it. Although the school has adopted the National Numeracy Strategy successfully, teachers do not yet use numeracy enough in other subjects. For example, there is little evidence of precision measuring in design and technology. The sparseness of resources contribute to this situation. Whilst there are enough resources to support teaching, the school has not been able to buy enough equipment to fully support the introduction of the National Numeracy Scheme.

SCIENCE

87 By the end of both key stages, pupils' achievement in the knowledge and understanding of science is above what is expected for their ages but pupils' ability to be able to apply this practically is only what would be expected for their ages. In the national tests for 11 year olds in 1999, pupils' results were very high when compared to all schools and were also very high when compared to schools with a similar number of pupils eligible for free school meals. The school's results have shown an excellent improvement over the last three years. Results have been improved by the clear identification of areas of weakness and by intense revision prior to the national tests.

88 Pupils make steady progress in most areas of science throughout the school and by the end of Key Stage 1, show sound use of scientific language when discussing their work. Pupils in Year 1 separate materials into different sets such as paper, wood, metal and plastic. All the pupils know the differences between these materials and can place them in the correct set. Year 2 pupils identify which items need either bulbs or batteries to make them work and know that batteries contain 'special energy' to make a radio work. By the end of Key Stage 2, pupils have developed their knowledge and understanding in all aspects of science and use appropriate scientific language to express themselves. In Year 3, pupils discovered that materials can be transparent, translucent or opaque by shining a torch on a variety of them and checking their results in a darkened stock cupboard to make sure they are correct. Year 4 pupils extend their knowledge of materials by finding out which material can longest keep an ice cube from melting. They realise that this can only be achieved by close observation and recording of their ice cubes at regular intervals. Pupils in Year 5 know that seeds can be dispersed in a variety of ways. They closely observe how a 'pea seed' explodes from its pod and how some seeds attach themselves to animals. During practice for the national tests in the subject, pupils in Year 6 accurately described in written form how seeds are dispersed by the parent plant.

89 Pupils' progress and learning in developing skills of scientific enquiry are not as good as in other aspects of the subject. This is due to an emphasis on teacher directed lessons across the whole school, which does not take into account differing abilities of pupils. Teachers do not plan for the development of investigational skills or provide sufficient opportunities for pupils to work independently to solve problems for themselves. The school is well placed, however, to tackle this problem and ensure pupils develop the skill of scientific enquiry.

90 Literacy and numeracy skills are used to discuss, record and measure scientific findings in their work. However, these are not directly planned for and pupils are reliant on the teacher to be able to produce written work in the correct scientific format. Speaking and listening skills are developed well in most lessons but the use of information technology to collect and present information is currently underused.

91 The subject makes a positive contribution to pupils' social development. For example in a Year 2 lesson, pupils waited their turn patiently to use equipment in an investigation.

92 Pupils' response to science in both key stages is good. They enjoy their work, behave well in lessons and co-operate well in practical work. This was shown in a Year 4 lesson when pupils discussed sensibly the most suitable materials to keep an ice cube cold. They listen well to the teacher's suggestions and prompts to help them in their work. This is an improvement from the last report when the response from Key Stage 1 pupils was judged to be unsatisfactory.

93 The quality of teaching is good in both key stages. No unsatisfactory lessons were seen. This is an improvement on the last inspection when there were unsatisfactory lessons in Key Stage 1. Most staff have secure and confident subject knowledge that extends pupils knowledge and understanding well. In lessons there is a positive focus on developing key vocabulary and clear scientific language. This was well

done in a Year 5 lesson when the pupils were discussing the dispersal of seeds. Words such as explosion, parachute and sticking were effectively used. The management of pupils in almost all science lessons is good. This results in productive lessons, with pupils applying themselves well throughout the period and concentrating on the work to the end of the lesson. Teachers' are good at using question and answer sessions and this consolidates learning at the start of a lesson and indicates at the end just what pupils have learnt. For example, in a Year 3 lesson the teacher frequently reminded pupils what they were looking for when shining their torches on different materials. Generally teachers plan lessons well and there is a clear identification of what gains pupils will make in knowledge, skills and understanding by the end of the lesson. However, very little lesson planning in science indicates different work for either those pupils with special educational needs or those capable of higher attainment. This results in slower progress and rates of learning for some pupils. In addition, over direction by teachers in lessons leads to opportunities being lost for pupils to devise their own experiments and record their findings independently, particularly in Key Stage 2. Teachers also indicate to pupils the importance of presenting their work in an organised and logical fashion. This results in many pupils taking a pride in their written work, which is generally well presented in science.

94 There is a new co-ordinator for science who has been in post since last September. She is very committed to developing the subject and improving attainment. The policy and scheme of work are based on the new national scheme and are to be reviewed in the summer. The co-ordinator monitors termly planning and samples of work but has currently not monitored teaching in the subject. The co-ordinator is aware of the need to develop pupils investigative skills. There are no formal whole school systems of assessment in place apart from a comment in the pupil's annual report to parents. Resources for the teaching of the subject are still inadequate and this was noted in the last report.

ART

95 Few lessons were seen during the week of the inspection. However, examination of pupils' work and discussions with teachers and pupils enable judgements to be made.

96 Throughout the school pupils make steady progress in developing their skills, knowledge and understanding of art. As a result, by the end of Years 2 and 6, the standard of work seen is similar to that of other schools. During the last inspection, standards in art in Key Stage 2 were above expectations. However, since then the introduction of the literacy and numeracy strategies has reduced the amount of time spent on art and this has had an impact on the standards achieved.

97 Pupils develop skills in a sound range of areas with a variety of media. For example, pupils in Year 1 look at some of Monet's work and then use paints to make their own drawings in his style. In Year 2, pupils study the use of pattern and look at the work of William Morris. Pupils are encouraged to use their imaginations and produce work that is not just a copy of the original example. For example, Year 3 pupils study Renoir but then produce their own portraits. In Year 5, pupils mix different hues and shades and use them when producing observational drawings of natural objects such as fruits. They also look carefully at sculpture and make their own wire or clay sculptures. In Year 6, pupils study Japanese art and produce some very detailed copies of different Japanese art forms using a variety of media such as ink, paint, pencils, print blocks and scraper boards.

98 The quality of teaching is satisfactory. Most teachers have a secure knowledge of art and place an appropriate emphasis on the development of skills. Teachers encourage pupils to use their imagination but also to be accurate and careful in what they produce. There is a sound scheme of work that identifies the skills that should be taught in each year and the school has plans to amalgamate this with the new national scheme of work. The art co-ordinator is very enthusiastic and knowledgeable and has a clear understanding of how to develop the subject. Art is used well to support work in other areas of the curriculum, however, little use is made of information technology to enhance the art curriculum.

DESIGN AND TECHNOLOGY

99 During the week of the inspection no design and technology lessons were seen. However, there was sufficient evidence from displays of pupils' work, discussions with pupil and teachers and examination of teachers planning to allow judgements to be made. By the end of both key stages pupils' attainment in design and technology matches the levels expected for their ages. This is the same as in the last report.

100 By the end of Key Stage 1 pupils have a clear understanding of the processes for design and making. They produce sketches of their plans and consider the most suitable materials they need in order to make their model. Pupils are also aware of the need to evaluate their finished model. For example, pupils in a Year 2 class made puppets and painted the faces of the puppets with paint, which did not stay on when it had it dried. With adult help the pupils reviewed the situation and decided to use felt-tip pens on the faces of the puppets, which was more successful. Throughout the key stage pupils make sound rates of learning. They are developing their skills of cutting, joining and creating different parts in their construction of models.

101 By the end of Key Stage 2 pupils know the importance of planning in the design stage of their work and evaluate and modify their models during the construction stage. This was seen in a Year 4 class, where pupils had modified their Tudor homes from their original design to create a more authentic model. Pupils are also aware that their models have to fit or fulfil a particular need when they have been constructed. For instance, pupils in Year 3 class designed packages to hold a specific product or item. This was clearly indicated in their designs and written instructions displayed on a wall outside the classroom. Pupils make steady progress throughout the key stage. They develop the ability to select suitable materials for making the object they have designed. They acquire greater skill in measuring, cutting and assembling to arrive at an end product. For example, Year 5 pupils designed musical instruments, which were different in shape and size. At Year 6, pupils are more proficient in designing and making for a particular purpose. For instance, from a creative piece of writing they designed and made masks, which matched their particular story.

102 Since the last inspection there is now a policy and scheme of work for the subject. The school uses the new national scheme of work that provides teachers with guidance in their planning for the subject. The co-ordinator provides effective leadership for the subject and runs an after school design and technology club, which helps to promote the subject in school. However, there is insufficient monitoring of the subject to identify areas for development and as was noted in the last report, the resources for teaching the subject are still inadequate and need updating.

GEOGRAPHY

103 It is not possible to make a judgement about pupils' attainment, since most of the year's work in geography will take place after the inspection. However, based on small amounts of pupils' work from earlier in the year and some lesson observations, it can be seen that pupils' progress is unsatisfactory. Pupils do not study topics in sufficient depth and do not have the opportunity to conduct independent research to broaden their knowledge. There is not enough teaching time and too little continuity in studying throughout the school year to ensure sound learning.

104 By the end of Year 2, pupils have some awareness of travel. They can list the different kinds of transport necessary for long and short journeys, but their weak knowledge of their own country and overseas limits their ideas about methods of transport. They are aware, however, of the characteristics of a coastal town like Cleethorpes and can briefly describe the key facts following a class visit. Unfortunately, most observations tended to focus on features like crabs, donkey rides and ice-cream, rather than on the location itself. Pupils can also describe their own locality through pictures, but these are very varied, with only those pupils capable of higher attainment drawing recognisable, well-proportioned buildings.

105 By the end of Year 6, pupils have a broader picture of their locality and the world at large. They are much clearer about the key features near the school and can list such places as power stations, motorways and shopping centres. They find it hard, though, to give reasons for land use, although they do understand the pressure on land through such activities as traffic and car-parking. They gain a clearer picture of the wider locality through study of settlements in Yorkshire and they know, for example, how the Vikings used the rivers to move inland to establish centres. Pupils do not know, however, why specific places were chosen for settlement, such as river confluence's or good defensive positions. Pupils have a vague idea of life in a developing country, like India. They gain some knowledge about schooling, jobs and money, but it is limited and pupils present it poorly in their books. Pupils have reasonable mapping skills and can use six figure co-ordinates to locate places. They understand basic map symbols and can visualise a journey between two points on a map.

106 The quality of teaching is broadly satisfactory. Not all teachers have a good geographical knowledge and, since most teaching is very teacher-directed, this can limit pupils' clear understanding. When teachers are not only knowledgeable but also enthusiastic, they succeed in motivating their pupils. Teachers have good control of their pupils and make sure that they concentrate at all times. However, there are insufficient opportunities for pupils to do their own research nor are there enough opportunities to think of solutions for themselves. Teachers' use of a new national scheme of work gives an important structure to their teaching but they do not plan their lessons from this in sufficient detail for pupils to know exactly what they should be learning. There are not enough opportunities for group work, and for pupils to develop their research skills in the library or on the computer. This situation is made worse by the unsatisfactory resources.

HISTORY

107 Only one history lesson was seen during the week of the inspection. However, an examination of pupils' work in their books, on wall displays and in teachers' records together with discussions with pupils and teachers, indicate that pupils make sound progress.

108 By the end of Year 2, pupils have an appropriate understanding of time, and identify and distinguish between past and present. Pupils in Year 1 identify which toys are suitable for a particular age-range which helps develop their sense of chronology. They also recognise that some toys are much older than others when describing their use by a particular family member. In Year 2, pupils know the main causes and sequences related to the Great Fire of London in 1666. They understand that Samuel Pepys who was present at the event recorded it and this is used as a source for researching and finding out more information about a particular historical event.

109 By the end of Year 6, pupils have developed a more detailed knowledge and understanding of past events and chronology. Year 3 pupils have learnt about early settlers in Britain and studied the day-to-day life of the Vikings. This was developed and enriched by a visit to the Jorvik Centre in York. Pupils in Year 4 study the Tudors and Stuarts including the effects of the plague in the village of Eyam. Good links are made with design and technology when pupils design and make houses from the Tudor period. Year 5 pupils learn about the Victorians and how the census returns help to create a vivid account of life in the nineteenth century. Pupils in Year 6 study in detail the Ancient Egyptians and their impact on later civilisations.

110 The teaching of history is satisfactory, however, teachers do not plan for the use of literacy and information technology in this subject so opportunities to develop pupils' skills in these areas are missed. Leadership by the subject co-ordinator is effective. The co-ordinator is keen to develop the subject across the school but there is insufficient monitoring of the subject to ensure priorities are identified. There is a scheme and policy for the subject, which has been adopted from the new national scheme of work and this

helps teachers to plan for further improvement in pupils' attainment in the subject. There are limitations in the resources available to teach the subject.

INFORMATION TECHNOLOGY

111 Standards in information technology have declined since the last inspection because the school does not place enough emphasis on this subject.

112 Pupils make very slow progress in Key Stage 1 and, by the age of seven, their attainment is well below what is expected for pupils of their age. Pupils are given very few opportunities to improve their skills since there is very little practical teaching of the subject. Pupils have little confidence when handling a computer and have no skills at all in other areas of information technology.

113 Pupils make limited progress in Key Stage 2 and, by the age of 11, their attainment is below what is expected for pupils of their age. Pupils do not benefit from enough time using computers and do not have the opportunity to experience all areas of the information technology curriculum. The quality of teaching is unsatisfactory, as teachers' have unsatisfactory subject knowledge and not enough time is given to this subject. Teachers have not ensured that pupils acquire basic skills and this has prevented them from using information technology enough in other subjects. Pupils have some skills in communicating and handling information, but have very little knowledge about using information technology to control, measure or simulate events.

114 By the age of seven, pupils type text into a computer, but do so very slowly and many pupils cannot use the space bar to separate individual words. They have little or no knowledge about how to select programs, edit text or print out their work. Pupils rely on teachers for support but, even with this, there is little evidence to show that they use word-processors on a regular basis. Pupils do not have any real understanding of other aspects of information technology, such as how to program a floor robot or use models to explore real situations.

115 By the age of 11, pupils type in text satisfactorily, edit it and print out their work but have few advanced skills. For example, there is no evidence to show that they use desk-top publishing packages or can prepare a multi-media presentation. Pupils use paint programs to produce simple pictures and occasionally use computers to obtain information about other subjects, such as history. However, the limited range of software restricts this activity and pupils sometimes use their home computers as an alternative. The school has access to the Internet. They use computers to present mathematical data, such as the construction of graphs to highlight their findings about pupils' favourite foods. However, there are very few examples of such work across the curriculum. There is no evidence that pupils use information technology for any other application, such as using sensors in science or setting up a control sequence to operate the use of lights or motors.

116 The quality of teaching is unsatisfactory. Teachers do not have good knowledge or expertise and the school has not made training a priority. As a result, teachers lack confidence. Teachers do not devote enough time to the subject and pupils have too little practical experience in using computers or other equipment. Where teaching is effective, teachers make learning relevant by linking information technology with other subjects, as when they word-process a story in English or create a colourful Christmas card. Teaching is less productive when it is theoretical and does not relate information technology to practical applications. For example, in Key Stage 1, pupils learn about machines that use control technology but they do not put this learning to practical effect by actually using equipment such as floor robots.

117 Teachers are hampered by inadequate resources. There are enough computers in the school, but there is a mixture of models and many are quite old and reaching the end of their useful working life. More importantly, most machines do not have the variety and quality of software essential for pupils to explore

the full extent of information technology and to access reference material. The school has been slow to acquire these resources. At present, there is no co-ordinator to manage or monitor the progress of the subject and this is a significant weakness which hampers development.

MUSIC

118 Pupils make steady progress in performing and composing music and, by the end of both key stages, their achievements are similar to what is expected of pupils of their age. It was not possible during the inspection to judge the quality of pupils' learning in listening to and evaluating music, since little such activity took place.

119 By the age of seven, pupils sing well. They have a good sense of rhythm and phrase their words well, matching them carefully to the tune. Pupils sing sensibly but lack sensitivity so that most singing has similar volume and texture. They know a good range of songs, which they have learnt by heart, and they accompany their singing with simple rhythmic hand movements. In lessons, they extend this by tapping out rhythm sequences using rhythm sticks.

120 By the age of 11, pupils are more confident and competent singers. They sing very tunefully and correctly, clearly understand how to phrase music and to hold notes for the right length. Pupils have a good sense of rhythm and a good control of volume. They listen well to other pupils' singing, which enables them to sing more advanced songs, such as those with passages or lines echoed by different groups. Whilst pupils are aware of the need for expression when singing, they rarely show much pleasure in the music. Pupils compose simple pieces of music but their success is restricted by the limited range of percussion instruments.

121 The quality of teaching is satisfactory. Teachers do not have good musical skills but allow for this by using a commercial course for their lesson planning and by using volunteers from outside the school to play the piano in assemblies and hymn practices. They have high expectations of pupils' behaviour and, as a result, pupils participate well. Teachers also expect high levels of accuracy in singing and playing and this stimulates pupils' concentration. They allow pupils to demonstrate their skills in groups or individually and praise success accordingly.

122 A reasonable amount of time is devoted to music, but the teaching of singing tends to be carried out with all pupils from a key stage, which makes it difficult to cater fully for the different abilities of pupils. The subject benefits from the strength of a commercial course as its scheme of work, but teachers tend to teach too rigidly from this and do not adapt specific lessons enough to meet all pupils' needs.

PHYSICAL EDUCATION

123 During the week of the inspection the physical education lessons observed were dance, gymnastics and athletics activities. Discussions with pupils and teachers and scrutiny of teachers' planning indicate that the school provides a balanced programme of physical education, which fully meets the requirements of the National Curriculum.

124 Pupils make steady progress and, by the ages of seven and 11, their achievements are similar to what is expected of pupils of their age. This confirms the standards identified in the last report.

125 In Key Stage 1, pupils plan sequences of events in dance and interpret music with feeling and expression. This was seen in a Year 1 lesson, where pupils used the story of "The Toy Room" to explore the movements of different toys. Pupils talk about what they were doing and make simple judgements about how their work could be improved. In Key Stage 2, pupils practice, improve and refine their performance in gymnastics and athletics. In Year 3, pupils run in a variety of ways for different purposes,

placing an emphasis on building up their stamina by running slowly. Pupils also learn how to get into the correct position before starting a race. In Year 4, pupils develop their awareness of space by making symmetrical or mirror images with a partner using different apparatus. Pupils perform safely and move apparatus correctly. Records indicate that all pupils in Years 5 and 6 can swim at least 25 metres.

126 The quality of teaching in both key stages is good. Lessons begin and end in an orderly manner and contain warm-up and cool-down activities. Lessons are well organised, structured and planned well. There are no formal systems in place for assessing pupils' progress, although teachers do provide clear feedback and encouragement during lessons. Teachers set appropriate challenges, provide clear instructions and explanations and encourage pupils to develop skills. This enables pupils to learn effectively. Lessons have a lively pace and class control is good. Staff use pupil demonstration and questioning effectively, and pupils are encouraged to improve and refine their performance. Staff act as good role models, dressing appropriately and showing an enthusiasm for physical education. As a result, pupils show positive attitudes to learning and most respond well to the challenges presented. Their behaviour whilst preparing for and participating in physical education is good. Pupils listen carefully and respond well to instructions. Pupils participate enthusiastically and enjoy sustaining energetic activity over long periods of time. They work together well in pairs or small groups.

127 Currently there is a temporary co-ordinator leading and managing the subject. There is an appropriate range of apparatus available and the school has the use of a hall as well as outdoor facilities, which include both grasses, and hard surfaced areas. There is a school policy and scheme of work, which follows the Qualifications and Curriculum Authority's guidelines for physical education. The Leeds United Football club and Featherstone Rovers Rugby League club both come into school to offer pupils' coaching in the skills of their respective games.

NB

Bits cut out of paragraphs

PE

1. *Currently there is a temporary co-ordinator leading and managing the subject. There is an appropriate range of apparatus available and the school has the use of a hall as well as outdoor facilities, which include both grassed, and hard surfaced areas. There is a school policy and scheme of work, which follows the Qualifications and Curriculum Authority's guidelines for physical education. The Leeds United club and Featherstone Rovers Rugby League club both come into school to offer pupils' coaching in the skills of their respective games.*

2. *Physical education makes a good contribution to pupils' moral and social development. Pupils of all ability are encouraged to demonstrate their personal skills and these are appreciated and applauded by other pupils. This was seen in a Year 1 dance lesson, when individual pupils demonstrated to the rest of the class their movements of particular toys.*

3. *The subject also makes a significant contribution to development of literacy in school. The key skills of speaking and listening are well developed in physical education. Pupils constantly speak to others in the class as they make judgements about their own and others' performance.*