

INSPECTION REPORT

DRIFFIELD JUNIOR SCHOOL

Driffield

LEA area: East Yorkshire

Unique reference number: 117840

Head teacher: Mr W Farn

Reporting inspector: Mrs Julia Bell
2456

Dates of inspection: 30th April – 3rd May 2001

Inspection number: 192041

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 to 11
Gender of pupils:	Mixed
School address:	Bridlington Road Driffield East Yorkshire
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Appropriate authority:	The governing body
Name of chair of governors:	Mr V Barrett
Date of previous inspection:	February 1997

INFORMATION ABOUT THE INSPECTION TEAM

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2456	Mrs J Bell	Registered inspector	Information and communication technology	What sort of school is it?
			Physical education	The school's results and achievements.
				How well are pupils taught?
				How well is the school led and managed?
				What should the school do to improve further?
9511	Mrs A Longfield	Lay inspector		Pupils' attitudes, behaviour and personal development
				How well does the school care for its pupils?
				How well does the school work in partnership with parents?
4720	Mr G Carter	Team Inspector	Science	
			Design and technology	
4430	Mr R Eaton	Team Inspector	History	
			Music	
			Special educational needs	
8070	Mr J Haves	Team Inspector	English	
			Geography	
12631	Mrs M McLean	Team inspector	Religious education	
25802	Mrs A Patterson		Mathematics	How good are the curricular and other opportunities
			Art and design	

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The Registrar
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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	5
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	15
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	17
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	18
HOW WELL IS THE SCHOOL LED AND MANAGED?	19
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	22
PART C: SCHOOL DATA AND INDICATORS	23
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	27

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is a much larger than average sized junior school and admits pupils aged from the age of seven to 11 . It serves its immediate area in the market town of Drifffield, in East Yorkshire and also admits pupils from the surrounding district. The school has 580 pupils on roll, 276 boys and 304 girls. There are 98 pupils on the register of special educational needs, which is similar to other schools. There are 11 pupils with a statement of specific need; this is above the national average. The pupils are mainly from white, English speaking families with three from an ethnic minority background. There are 61 pupils who are eligible for free school meals, which is close to the national average. The attainment of children entering the Year 3 classes is mainly at the standard expected for their age.

HOW GOOD THE SCHOOL IS

This is a very good school where the excellent leadership of the head teacher and the high quality of teaching ensures effective learning for all pupils. This enables pupils to achieve well and make good progress. Standards are steadily improving over time. Standards are above average in many subjects although there is the potential to improve standards in English. The head teacher, staff and governors work as a close-knit team and the high quality of teamwork is a key to the successful atmosphere for learning created in the school. Relationships are very good and promote effectively the pupils' very good attitudes to their work. The school provides a high level of care and support for the pupils and gives very good value for money.

What the school does well

- The head teacher provides excellent leadership and is well supported by senior staff and governors.
- Teaching is good, with a substantial amount that is very good or excellent.
- Pupils have very good attitudes to their learning and these are promoted by the very good relationships between staff and pupils and between pupils. These are a strength of the school.
- The school's provision for pupils' social and moral development is very good.
- There is good provision for pupils with special educational needs and they make good progress.

What could be improved

- Standards in English, particularly speaking, writing and library skills.
- Standards and provision in religious education.
- Opportunities for pupils to take responsibility and work independently.
- The marking of pupils work to ensure they know what they do well and how to improve their work.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress in dealing with the issues raised in the last inspection in 1997. The effective leadership and shared commitment of all staff ensures that the school has the capacity to continue to do well with its planned improvements. The quality of teaching has substantially improved and is a key factor in the good progress made by pupils and is enabling the school to improve standards in line with the national trend. The school is on course to meet its targets in English and mathematics. Lesson planning has improved and includes clear identification of what teachers expect pupils to learn. These aims for the lesson are shared with pupils and their progress checked against them. The school's procedures for assessing pupils' academic achievements and progress are now very good.

They provide the school with a good system for tracking the pupils' progress throughout their time in the school, and in setting realistic targets for them. The day-to-day checking of what pupils have learned is at an early stage of development in some subjects and so the planning for lessons is not always adapted to show what individual pupils need to do next. The school has improved congestion in the playground through the provision of an extra playground. However, during the winter months when they can't use the field, the pupils find the playground overcrowded. Other accommodation has improved but the HORSAs huts and mobiles are in a poor state of repair and limit some opportunities within the curriculum and make the display of pupils' work difficult. The school has substantially improved provision and standards in information and communication technology (ICT).

STANDARDS

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

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

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

In the most recent national tests for 11 year olds, standards in mathematics matched the national levels and those of similar schools. Standards in science were above the average of all schools and of those with a similar intake of pupils. In English, standards were below average both nationally and when compared with similar schools. This was because too few pupils attained the higher levels, particularly in writing and this lowered the overall standard. However, the effective teaching ensures that most pupils make good progress and, although standards vary from year to year dependent on the abilities of different groups of pupils, standards are improving over time in all three subjects, in line with the national trend. By the end of Year 6, standards in current work in English matches the levels expected of 11 year olds. The school's focus on writing and effective use of national guidance for literacy is beginning to have a positive impact upon pupils' achievement. Standards in reading are above average. Staff implement well the national guidance for numeracy and pupils' standards in mathematics are above the level expected at age 11. Standards in science are also above average for this age group. The improved provision and ongoing staff training for information and communication technology ensure that standards are above the levels expected for many pupils. By the end of Year 6, standards in religious education are at the level expected, but could be higher, particularly for the more able pupils. Many teachers have not yet got sufficient knowledge and understanding of the local authority's guidance for this subject and need further training. Pupils achieve well and make good progress in the other subjects and by the age of 11, standards of work are above expectations in design and technology, geography, history and music and well above this in art and design. Staff analyse assessment information and set realistic targets in English and mathematics for all pupils. Progress against these targets is checked and action taken if required. This means the school is well placed to meet its targets for these subjects. Throughout the school, pupils with special educational needs make good progress. Provision is good; they are well supported by teachers and classroom assistants and their achievements match the realistic targets set for them. The few pupils for whom English is an

additional language do not require extra support and make similar progress to their peers.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes and are eager to learn.
Behaviour, in and out of classrooms	Teachers manage pupils well and so behaviour is good in lessons and around the school.
Personal development and relationships	Relationships between staff and pupils, and between pupils, are very good and support pupils' personal development, which is good.
Attendance	Attendance is very good. Pupils enjoy coming to school.

Pupils have too few opportunities to take responsibility and to work independently. For example, they have few opportunities to use the libraries or computers independently, or to be responsible for their own learning.

TEACHING AND LEARNING

Teaching of pupils:	aged 7-11 years
Lessons seen overall	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 was predominantly good in the 111 lessons seen. Teaching was excellent in 6 percent of lessons and very good in a further 26 per cent. The teaching was good in 44 per cent of lessons seen and satisfactory in 22 percent. It was unsatisfactory in only 2 per cent of lessons (2 lessons) where work was not well matched to what pupils already knew. The high proportion of effective teaching ensures that pupils make good progress in their learning throughout the school and this has a positive effect on standards by the time pupils reach the age of 11. There is evidence of good and often very good teaching in each year group and within all subjects. Pupils with special educational needs are well taught; they make good progress against their individual targets. They are well supported by the specialist classroom assistants. Teachers are implementing the Literacy and Numeracy Strategies effectively and the good teaching in English and mathematics is enabling the school to improve standards, particularly in mathematics, for all pupils. However, teachers do not always provide sufficient opportunities for pupils to practise writing skills in other subjects and there are too few opportunities for pupils to improve their speaking skills.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides for its pupils a rich and varied range of worthwhile learning opportunities. The curriculum is broad and balanced and fully reflects the school's aims and values.
Provision for pupils with special educational needs	The provision for these pupils is good and they are well supported by teachers and classroom assistants. They make good progress as a result.
Provision for pupils with English as an additional language	These pupils do not require extra help to learn English and are well supported in class.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is good. Pupils' moral and social development is very good. It is promoted well and underpins the very good relationships and good behaviour. Provision for cultural development is good and that for spiritual development is sound.
How well the school cares for its pupils	This is a caring school where staff provide very good personal support and guidance to pupils. The procedures for promoting and monitoring behaviour are good and for promoting and monitoring attendance are good.

The quality and range of extra-curricular activities is good. Staff enhance the curriculum through a good range of visits that support topic work. Visitors come into school to share their expertise and this supports well pupils' learning experiences. The planned re-introduction of a residential visit for the oldest pupils is a positive initiative. There are very good procedures in place for assessing pupils' attainment and progress, particularly in the core subjects of English and mathematics. The use of the information gained from assessments, including the analysis of the results of national end of key stage tests, is used to set individual targets for pupils. Some staff are beginning to use day-to-day evaluations of pupils' learning to adapt their planning of the next lessons to more specifically meet the needs of individual pupils. This is not yet consistent in all classes. The school has good links with parents, who provide effective support to their children's learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The head teacher provides excellent leadership. The school is very well managed and the head teacher is well supported by the effective teamwork of deputy head, staff and governors.
How well the governors fulfil their responsibilities	The governors are supportive of the school and fulfil their responsibilities well.
The school's evaluation of its performance	The school has good systems to check on and evaluate its performance. The role of the heads of each year group and that of curriculum co-ordinators is developing well.
The strategic use of resources	All resources are used well to support pupils' learning and achievement. The special grants allocated to the school are used well.

The excellent leadership results in a shared commitment by all staff to develop the school. This is enabling the school to make substantial improvements in the quality of learning and this supports pupils' achievement. The school has sufficient, suitably qualified teaching and non-teaching staff. All staff are deployed well to make best use of their expertise and to provide effective support to all pupils. The school's accommodation is just adequate to teach the curriculum and is well cared for by the caretaker and cleaners. However, the hall is too small and the HORSAs buildings and mobile classrooms are in poor condition and limit learning opportunities. Some health and safety concerns have been raised with the head teacher and governors during the inspection. The school's financial management is good and staff and governors ensure that all goods and services represent best value for the pupils. Given the average attainment of many pupils on entry and the improving standards due to effective teaching and learning, the school provides very good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school expects children to work hard and do their best. • Staff are approachable and parents feel comfortable about going to the school with any problems. • The teaching is good and the school is well managed. • Their children like school. 	<ul style="list-style-type: none"> • The range of activities beyond lessons. • The amount of homework. • The quality of accommodation provided.

The inspection team confirms the positive views of parents. They are rightly pleased with their school. The amount of homework is similar to that of other primary schools and supports pupils' learning. The school provides a good range of activities outside of lessons. There are good links with parents and the school is committed to continuing to improve them.

Parents are rightly concerned about the quality of accommodation provided in the dining hall and classrooms that are housed in HORSAs buildings. These are in a very poor state of repair; teachers

cannot display pupils' work due to water damage and learning activities are limited by lack of space.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1 The school admits pupils from across the full range of attainment and previous experience. When they join the school at the age of seven, their attainment is broadly at the level expected for their age. The number of pupils with special educational needs is similar to most schools but the school has above average numbers of pupils who have a statement to support a specific need. Pupils are eager to learn and the high proportion of good and very good or excellent teaching ensures that they make good progress. By the age of 11 standards in English are at the level expected for this age group, although reading standards are higher. Standards in mathematics and science are above the expected levels for this age group. Although girls attained less well than boys in English this reflects different abilities within the groups of pupils. Inspection findings show no significant differences between the attainment of boys and girls in current work. The school has set realistic targets for English and mathematics and is on course to meet them.

2 Standards in speaking and listening are satisfactory at the end of the key stage. Many pupils respond well to questions and discuss their work with one another confidently. Pupils are grouped according to ability for their work in English and those in the higher sets speak clearly and in the top set attain levels that are above those expected for their age. These pupils speak thoughtfully and use extended sentences that illustrate meaning effectively. The more able pupils in lower sets understand and respond to questions well. However, the range of language in these groups is quite restricted and many pupils rely on classroom support assistants to prompt them. Standards could be higher but there is insufficient use of role-play, drama, discussion and debate to promote speaking skills. For example, pupils do not have regular opportunities to present ideas or talk in assemblies or to use role-play and drama in subjects such as history and religious education in order to enhance speaking and listening skills.

3 Pupils attain good standards in reading by the age of 11. Many read widely and compare and contrast both books and authors effectively. The more able readers are expressive and fluent and a few pupils attain well above expectations for their age. Most pupils read accurately and have good strategies for overcoming difficulties. However, for many pupils, library skills are less well developed. For example, they are not entirely confident when using non-fiction texts for independent research. Too few pupils work independently to find information. Both libraries are based in public thoroughfares and this limits opportunities for planned library sessions.

4 By the age of 11, standards in writing and handwriting are broadly average with some pupils achieving high standards. The school's focus on writing, in particular story writing, has provided good opportunities to improve standards. The very good teaching in Year 6 has ensured that standards in writing have improved since last year. Pupils understand the importance of writing for a specific purpose and adapting their language accordingly. For example they offer differing views on foxhunting and re-write traditional stories with alternative outcomes.

5 In the most recent national tests for 11 years old pupils, standards in English were below national averages and below the levels attained in similar schools. Fewer pupils achieved the higher levels of attainment in the written tasks last year and this lowered the overall standard. However the school's performance over time is rising in line with the national trend. The school carefully analysed last years' test results and produced an action plan for literacy. There has been a clear focus on writing during the year and in particular a concentration on story. The improvement in standards in

current work results from this, coupled to the high quality teaching found in Year 6.

6 By the end of Year 6, pupils achieve standards in mathematics that are above the level expected for their age and some reach an even higher level. These standards show an improvement on last year's national tests, when the school's results matched the national average and the average attained in similar schools. The good standards reflect the very good quality of teaching throughout the school and the way teachers are implementing the National Numeracy Strategy. The effective teaching of mental arithmetic skills at the start of each lesson ensures that pupils are developing a rapid recall of number facts. The school groups pupils according to ability; this enables work to be well matched to what they already know and this is effectively supporting pupils' achievement. By the end of Year 6, pupils have experienced a broad and challenging range of activities and the most able group works confidently with percentages, fractions, ratio and proportion. They measure angles correctly, plot graphs accurately, use percentages confidently and solve calculations with addition, subtraction, multiplication and division using very large numbers. Less able pupils often attain good standards for their age, coping well with number, shape and graphs.

7 Standards in science are above the national average and have improved over time as a result of the high quality of teaching. In the 2000 national tests for pupils aged 11, standards were above the national average and also above average when compared with similar schools. By the age of 11, pupils can competently apply the principles of 'fair testing' to investigations; they make predictions, make accurate, timed observations and thoughtfully evaluate what they see. Pupils have a good understanding of forces and their effects and of life processes. They relate healthy eating and exercise to a healthy body. Pupils use their computing skills well to produce coloured 'pie' charts and block graphs to illustrate their findings.

8 Standards in information and communication technology (ICT) have improved substantially since the last inspection. This reflects significant improvements in the provision for information technology with a well-resourced computer suite, new computers and software, the development of a structured curriculum and increased teacher knowledge and confidence due to effective training. Pupils make good progress and standards of attainment are above the levels expected for many pupils at the age of 11. They are rapidly filling gaps in their knowledge, skills and understanding that reflect limited resources in the past. They are now gaining skills in using control programs and in the use of sensing equipment to monitor experiments in science. Pupils have a good knowledge of different forms of information storage and ways in which computers are used in everyday activities. They log on, locate their class and individual folders and can access the Internet for information and pictures to enhance their topic work.

9 In religious education, standards by the end of Year 6 broadly match the expectations of the locally agreed syllabus. However, this syllabus was only introduced in 1999 and pupils in Year 6 have only been taught this programme of work for two years. As a result there are gaps in their learning and standards are not high enough for higher attaining pupils. There is little challenge for these pupils in tasks set in lessons and teachers have low expectations of how well these pupils can show what they have learnt. This is partly because one teacher in each year takes responsibility for planning lessons for the whole year group using local authority guidance. Many teachers have not yet got sufficient knowledge and understanding of this guidance and need further training to ensure that they have sufficient subject knowledge about faiths other than Christianity, particularly Hinduism.

10 Pupils consolidate their earlier learning in most subjects as they move up through the school. Pupils make sound gains in their learning and by the age of 11, attainment meets expected levels for their age in geography and physical education. Standards in design and technology, history and music are above the levels expected for many pupils. By the time they transfer to secondary school pupils

attain well above the levels expected for their age in art and design.

11 The few pupils for whom English is an additional language do not require extra support and make similar progress to their peers. There is good provision for pupils with special educational needs and as a result many make good progress in relation to the individual targets set for them. Teachers and classroom support assistants work well together to ensure that pupils are supported well in class and when pupils are withdrawn to work individually or in small groups. This enables pupils to achieve well and to raise the standard of their work. In lessons, special educational needs pupils are well involved and they are able to take part at a level that matches their previous learning. There are occasional examples of pupils attempting work that is too difficult; some Year 6 geography work was copied in words too hard to understand for instance, but in most cases teachers match work well to pupils' level of understanding. In some work pupils with a statement of educational need can excel. One pupil in Year 3 clearly has some flair in art and continued a drawing of a descending path with a fine grasp of perspective. Another pupil with a statement of specific need showed a good grasp of descriptive language and wrote about 'graceful violins' on a piece of music heard in a lesson.

12 Some pupils have difficulty communicating with other pupils and with teachers, for a small number of them two classroom support assistants lead a 'Social Communication Group'. As a result these pupils develop essential skills such as confidently using the telephone as well as developing their ability to use language.

Pupils' attitudes, values and personal development

13 Pupils' very good attitudes to learning, their good behaviour and their very good relationships with others are strengths of the school. Pupils enjoy school life and are willing to learn.

14 They show an interest in their work and are capable of sustained concentration. They co-operate well in-group work and are appreciative of the work of others. This was seen in a Year 6 art and design lesson, when they were confident, enthusiastic and accepted the criticism of their peers.

15 The behaviour in the school is good. The pupils move around the school in an orderly manner. The absence of litter and the tidy cloakrooms are examples of the respect they have for their own and other people's property. They are very proud of their school garden and the display of daffodils planted in class groups for the millennium. The pupils value the rewards system of merit points, stickers and certificates. There was only one pupil excluded for a fixed term in the last school year.

16 There are very good relationships throughout the school. The pupils react very well with each other, with teachers and with other adults in the school. Year 4 pupils showed exemplary attitudes in their design and technology lesson as they made an alarm system. They were eager to co-operate in the class work and group discussions. The pupils talk readily to visitors and are courteous and very polite. The pupils know that any incidences of bullying will be dealt with quickly. The ethos of the school is to value and care for one another.

17 Pupils' personal development is good. Most pupils are willing to accept responsibility when the opportunities are given and carry out duties in class and around the school. Year 6 pupils undertake the majority of the routine school jobs, with special responsibility for the playground equipment. There is a recently formed School Council, and the school has already acted upon the suggestion of mirrors in the cloakrooms. There are limited opportunities for pupils to be responsible for their own learning through library or computer research.

18 The level of attendance is very good. An accurate record of absence is maintained. The

majority of pupils are punctual and lessons start promptly as a result, so that little time is wasted at the start of the school day.

HOW WELL ARE PUPILS TAUGHT?

19 Teaching is good and is a strength of the school. It was good in 76 per cent of lessons, including 32 per cent where it was very good or excellent. There was unsatisfactory teaching in only two lessons and this was mainly where work was not well matched to the pupils' abilities and failed to provide sufficient challenge. The quality of teaching has substantially improved since the last inspection; there are many more examples of good, very good and excellent teaching throughout the school than previously and less unsatisfactory teaching. The best teaching was in Year 6 but there were substantial amounts of good and very good teaching in all year groups. The high proportion of effective teaching throughout the school is a key factor in promoting pupils' achievement and behaviour. It ensures that pupils make good progress in their learning and this is having a positive effect on standards by the time pupils reach the age of 11.

20 Lessons are well planned and resourced. In many lessons, teachers provide a good range of challenging and interesting activities. They have high expectations of their pupils, encourage them to think critically about their work and provide opportunities for discussion. For example, in an excellent English lesson on planning a story, the teacher's skilful questioning enabled pupils to discuss and refine their ideas for an opening paragraph to have dramatic impact and to interest the reader. In the best lessons, teachers encourage pupils to take responsibility for their learning and to make choices of materials and to plan their own work. In an excellent design and technology lesson, Year 6 pupils worked well to design and make a bookmark. The teacher's clear introduction ensured that all pupils knew what they had to do and so considered their design when choosing materials that suited their purpose. They worked well, sharing ideas on planning their design, identifying the materials to be used and refining their ideas before agreeing a final design. The teacher's enthusiasm meant that all pupils were eager to learn. Her very good questioning ensured that they began to identify the way designers choose materials to ensure the finished product is fit for its purpose. However, this level of independence is not a feature of all lessons and pupils do not always have sufficient opportunities to plan and carry out their own research and to make independent choices.

21 Year group co-ordinators produce plans for each year group after consultation with the subject co-ordinators who identify what will be taught in each year. This ensures that there is a steady increase in challenge in all subjects as pupils move through the school. However, all teachers in the year group have the same planning for lessons. In the best lessons teachers modify their lesson plans in the light of previous lessons and ensure that the tasks build carefully on what individual pupils already know. For example, in an excellent mathematics lesson with Year 6, the teacher's planning clearly reflected his evaluation of the previous day's lesson and he modified the work to take account of the needs of individual pupils and so work was very well matched to what pupils had already learned. The teacher's skilful questioning was adapted to the different abilities in the group and enabled him to identify which pupils fully understood the concept of rounding up or down after completing long division calculations to solve problems. The 'real-life examples ensured that pupils understood the importance of checking the sense of the question. The good use of humour reinforced the learning as pupils quickly saw that if 332 children were going on a coach trip with 50 to each coach, the school would need to hire 7 coaches not 6.64. One pupil commented 'You can't get half a coach can you?'. This good practice of evaluating previous lessons and modifying planning of the next pieces of work is not yet consistent in all lessons throughout the school.

22 In most lessons, teachers are very clear about the skills pupils will learn and how these will be taught. This was evident in a very well planned information and communication technology lesson with Year 4 pupils. The teacher's introduction effectively explored with the pupils the range of machines that need to be controlled and they quickly volunteered 'dishwasher', 'washing machine' and other real-life examples. The teacher reinforced the rule that 'a computer is only as clear as the

person telling it what to do' before reminding pupils of how Logo language works to control a screen turtle. The very useful introduction ensured pupils knew what to do and as a result pupils concentrated well and made good progress in predicting successfully the shape that would be drawn on the computer screen if their instructions were accurate. In this, as in many lessons, there was a very good balance between direct teaching and opportunities for pupils to practise their skills to ensure their grasp of the concepts taught.

23 Teachers manage pupils very well and use praise effectively to raise pupils' self esteem. There are very good relationships between staff and pupils; teachers value pupils' responses and encourage them to have a go, even if they lack confidence. This works well with many pupils and they persevere and make an effort. The teachers in Year 6 take account of the increasing maturity of these pupils in their questioning and relationships in lessons and they respond well and persevere with tasks. Most teachers display their aims for the lessons so that pupils know what they will learn. In the most effective lessons the teachers talk about these aims with the pupils, and question pupils carefully to find out what they already know.

24 Teachers' subject expertise is mainly good and sometimes very good in most subjects. Subject expertise has improved since the last inspection due in part to a well-planned training programme and the ways in which teachers are adapting the framework of lessons from the national strategies for literacy and numeracy in other subjects. This enables teachers to manage more effectively the time in lessons. However, in religious education, teachers have insufficient subject knowledge about faiths other than Christianity, particularly Hinduism. This impacts on the standards, and the quality of teaching and learning. Because one teacher in each year takes responsibility for planning lessons for that whole year group, many teachers have not yet got sufficient knowledge and understanding of the most recent local authority guidance for this subject.

25 There are examples of good and very good or excellent teaching in all subjects. The teaching of literacy and numeracy is good and often very good and occasionally excellent. This is improving standards in English and mathematics throughout the school. The useful organisation of grouping pupils by attainment for some work in both mathematics and English is beginning to have a positive effect on pupils' achievement but this does not always work successfully for the youngest pupils in the school. They find moving between classrooms quite daunting and time is lost as they move from room to room.

26 Teachers make good links between subjects. For example, they enabled Year 6 to access the Internet in their information and communication technology lesson in order to revise science work in preparation for the end of key stage tests and encouraged pupils to use literacy skills to think about words to describe Mondrian's art and the feelings it invoked. After volunteering words such as 'noisy', 'bright' and 'sharp', pupils were challenged to think positively and translate their thoughts into words in order to increase their understanding of the art process. Numeracy skills are used in design and technology as pupils make careful measurements and in science older pupils make good use of measuring skills and they record information in graphical form. However, more could be done to improve pupils' writing by identifying opportunities for pupils to practise creative writing, instructional writing and account writing in other subjects. Although there are good opportunities for discussion in many lessons, teachers do not yet plan for sufficient use of drama and debate to reinforce pupils' speaking skills not only in English but also in other subjects such as history, religious education, geography and science. Teachers do not all have consistently high expectations for the presentation of pupils' written work. Although some pupils take a pride in their finished work this is not so in all lessons.

27 The teaching of pupils with special educational needs is good. Support staff work well with

teachers to help pupils with special needs and ensure that they make good progress in relation to the targets set for them. The quality of individual education plans for pupils with special educational needs is good. Teachers match work well to the needs of these pupils and this contributes well to the good progress they make. The few pupils for whom English is an additional language do not require extra support in lessons and their needs are fully met within the school's provision for all its pupils.

28 The procedures for the assessment of pupils' progress have improved since the last inspection. Teachers use assessment well to identify pupils with special educational needs. Staff in the Year 3 classes effectively use assessments on entry to identify those pupils who need additional help and support. This ensures that they receive extra help at an early stage. Teachers analyse tests results to set targets for every pupil and identify and record which pupils are gifted. They make careful checks on pupils' progress and intervene to provide support and guidance where it is needed. This good practice helps them to group pupils and target extra support through good use of classroom assistants. Teachers are increasingly using the results of the range of assessments to improve planning to ensure that work is more closely matched to what individual pupils know and can do. They mark work regularly and modify the next units of work if it is clear that some pupils have not grasped a concept. Teachers mark pupils' work carefully and in the best practice teachers indicate what pupils have done well and how they might improve their work but this is not done consistently in all classes. In a minority of books there is insufficient comment and help for pupils with special educational needs.

29 Throughout the school, teachers give homework that has a positive impact upon pupils' reading, spelling and learning of number facts. Pupils develop skills in finding information that supports topic work in history, geography and science and pupils find information on the life and work of different artists for their art and design lessons.

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

30 The school provides for its pupils a rich and varied range of worthwhile learning opportunities. As stated in the previous inspection, the curriculum is broad and balanced and fully reflects the school's aims and values. It meets the requirements of the National Curriculum and the locally agreed syllabus for religious education. It makes very good provision for pupils' personal, social and health education and includes appropriate provision for sex education and drugs awareness. Clear and useful policies are in place for all subjects. All pupils have equality of access and opportunity, particularly those pupils who are able and gifted in literacy and numeracy skills. The provision for pupils with special educational needs is good.

31 The effectiveness in implementing the strategies for literacy is good. There is now a strong focus on improving pupils' writing skills, for example in history and science. The effectiveness of strategies for teaching numeracy is very good. For instance, all teachers place a strong emphasis on the three-part structure of each lesson, so that pupils' mental skills are being well developed and their speaking and listening skills are encouraged. The final part of each lesson is used very well to highlight the key facts of each lesson, to identify what has been achieved and to provide homework to consolidate or offer investigative tasks. All of this is having a positive impact on pupils' learning.

32 The quality and range of extra-curricular activities is good. Pupils have opportunities to be involved in sports such as football, netball and swimming. They take part in the choir and orchestra, Christmas productions and other festivals. The school has a wildlife garden that pupils maintain with the help of parents. The garden club provides opportunities for pupils to plant seeds, maintain the grounds and tend the pond and there are plans in place to purchase a new greenhouse. The computer club runs at lunchtimes for Year 6 pupils. As a result, these activities further enhance the curriculum

and develop pupils' personal, spiritual, social and cultural education.

33 Teachers plan their lessons well. Their medium term planning clearly indicates what pupils will be taught and includes opportunities to assess their work. Procedures for the early identification of pupils with special education needs and for those who are able and gifted are thorough and the provision for these pupils is good.

34 The school has established good links with the community. Through the Internet, the school has set up a European Links Project that enables pupils to share a particular subject with schools in other countries. For example, Year 4 pupils have chosen the Vikings as their topic and already their writing on 'what would it be like living here now?' has been shared on the Internet with some European schools. Other classes are yet to begin their project, but have already decided on subjects such as geography and art and design. All of this will provide rich experiences in developing their information and communication technology and literacy skills. There are good links with the infant and secondary schools. The 'Bridging Unit Pilot Scheme' affords Year 6 pupils the opportunity to extend the skills they have learned in literacy and numeracy into the next phase of their education. The school benefits from a variety of visitors such as a 'Viking' visitor, a sculptor, dance expert and a potter. Visits to museums and other places of educational interest give pupils further opportunities to develop their personal and social skills and thus contributes positively to pupils' learning.

35 Provision for pupils' spiritual, moral, social and cultural development is good. The provision for physical development is satisfactory, with some good provision in religious education. The very good relationships, between teachers, pupils and classmates, support the provision of spiritual development very well in these lessons. Pupils are confident expressing their personal feelings because they know that their teachers and classmates will respect what they say. In assemblies, pupils are often invited to sit in silence and to think about the theme of the assembly. However, there is no opportunity for pupils to share their thoughts. There is no policy for the provision of spiritual, moral, social and cultural development. As a result, teachers do not have a common understanding of how to promote spiritual development across the whole curriculum.

36 Moral, and social, development is very good and is a major strength of the school. The school promotes a very clear moral code, which includes respect for self, for other people and property. Pupils are taught to be polite and considerate to each other and there are high expectations of honesty. They know the rules for inside and outside the classrooms. Teachers discuss moral issues as they occur in the curriculum. For example, pupils in Year 6 have discussed issues of justice and freedom when learning about the life of Martin Luther King. In personal, social and health education lessons, pupils are taught the reason for rules at home, school and in society. Some pupils explain why they think their parents make rules, and they name groups of people who have responsibility for making rules in our society.

37 Pupils work collaboratively in lessons. They share their ideas in pairs, or in small groups, and they respect each other's opinions. However, the opportunities for pupils to take responsibility for their own learning are not so well developed. There are few opportunities for pupils to use the library system to find out information themselves. All staff are very good role models for the social relationships they wish pupils to develop. This encourages pupils to be polite, considerate and to care for each other. There are opportunities for some pupils to take roles of responsibility in classrooms and around the school. There are library monitors, and some pupils have responsibility for the equipment used outside at playtimes. Year 6 pupils support indoor games in other classes during wet playtimes. Pupils collect for a variety of charities. Some pupils took the initiative to collect for the Blue Peter appeal; they made posters, which they displayed around the school to inform other pupils. Pupils from each year group have recently been elected to the School Council. They look particularly

proud on their photographs, which are displayed around the school!

38 Provision for pupils' cultural development is good. Pupils have opportunities to take part in a range of extra-curricular activities. Residential visits are being reintroduced for pupils in Years 5 and 6. Pupils learn about their own cultural heritage very well through a range of visits in the locality, as well as visitors to the school. In history and geography they learn about important events in the past, and about some cultures different to their own, such as when they study St. Lucia. In art and design, pupils learn about the work of famous artists. The school is promoting European links very well, and pupils having recently started using e-mail to correspond with pupils in Sweden. However, little is displayed around the school about the work of non-European artists or composers. The multi-ethnic and multi-faith nature of British society today is not promoted well enough through the curriculum.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39 The school's procedures for child protection and for promoting well-being, health and safety of all pupils are very good. There are two members of staff with responsibilities for child protection. They both have received training and sound procedures are in place. All the teaching and non-teaching staff are aware of their responsibilities and are kept up to date with child protection issues. The head teacher takes the lead in setting an ethos of care, order and structure through daily assemblies. There are three trained first aiders; the rest of the staff have received emergency training. The pupils know who to go to if they are sick or injured. Required health and safety measures are in place and regular risk assessment inspections undertaken. Teachers are conscientious in their supervision of pupils and point out relevant safety measures in class. Fire notices are displayed around the school.

40 There are some health and safety issues, which have been identified during the inspection. These have been formally identified to the head teacher and governing body.

41 Procedures to monitor pupils' attendance are very good. Registers are carefully monitored and the school contacts the education welfare officer when any pupils' attendance gives cause for concern. Certificates are presented annually to those pupils with 100 per cent attendance for the year.

42 There is a good standard of care from teaching and non-teaching staff with strengths in the promotion of good behaviour. Pupils' behaviour is monitored well and is good in the classrooms, dining hall and in other parts of the school. The staff present a united approach in dealing with discipline problems when they arise. The pupils and parents are aware of the rules and what is expected of the children. They value the weekly awards assemblies. Instances of bullying, racism or oppressive behaviour are dealt with promptly. Assemblies are used to reinforce the school's anti-bullying policy.

43 The class teachers use their knowledge of the pupils to monitor their personal development. The school has a comprehensive personal, health and social educational policy through which the pupils learn the 'do's and don'ts' for a healthy life. Effective use is made of visits from fire officers and police in conjunction with fire awareness, road safety and drug abuse. The pupils in Year 6 take part in the local community 'Lifestyle' programmes.

44 The procedures in place for assessing pupils' academic achievements and progress are very good. They provide the school with a good foundation for tracking the progress of any child from entry to the school. The school has begun to track pupils' progress in English and mathematics. This is an improvement since the previous inspection. National tests are carried out when the pupils are 11, and regular assessments are carried out in English, mathematics and science in Years 3, 4 and 5. Detailed analysis is made of National Curriculum test results, so that weaknesses in the curriculum,

and in pupils' knowledge, skills and understanding, can be identified and targeted. For example, in English, the school has identified a weakness in writing, and the curriculum has been arranged to target this aspect.

45 The results of assessments, particularly in English and mathematics, are used effectively to support pupils' academic progress. The school uses these results to organise pupils into ability sets for English and mathematics throughout the school. This is particularly effective, where pupils in Year 6 are making good, often very good, progress and standards are rising. Assessment is used to set targets for individual pupils, with their parents, during the spring term. These targets may also focus on other aspects of school, such as behaviour and personal development.

46 All subject co-ordinators identify assessment opportunities in their subjects. These are highlighted in subject plans. Teachers are beginning to assess their pupils regularly in all subjects, although this is at an early stage of development in some subjects. The guidance for teachers, as to how these assessments should be undertaken, is variable. Teachers record the results of these assessments in a variety of formats, and the results of assessments are used to inform parents about the progress their child is making.

47 The quality of ongoing assessment of how well pupils achieve in lessons varies from class to class, and is closely linked to the quality of teaching. In some lessons, teachers assess the outcomes of what pupils were expected to learn, and use this information to plan future lessons, but this practice is not yet consistent across all subjects and all classes. Marking is not consistent throughout the school and does not always give pupils enough guidance on how they can improve their work.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48 Parents expressed their views through the questionnaire that they are pleased with the school and their children receive good teaching and are making good progress. These views are supported by the findings of the inspection. They expressed concerns about the provision of activities outside of lessons but the inspection findings show that the range of extra curricular activities is good. The parents are fully justified in their concerns about the accommodation in the HORSAs buildings. These are unsatisfactory and are in a poor state of repair and decoration. They limit teaching and learning in subjects such as art and design and music.

49 Parents are welcomed into the school and most feel that they can come into the school and talk to staff if they have any concerns. A few parents feel uncomfortable talking to staff about concerns over homework, or if for example their child is being bullied. However, the school is developing useful procedures to support links with parents. It is effectively promoting the partnership with parents through the home/school agreement. This enables parents to share any worries and strengthen links between home and school.

50 The quality of information that parents receive about the school and its curriculum is satisfactory. There are some omissions from the school prospectus and brochure regarding the school's provision for disabled pupils. The rest of the information is presented in a straightforward manner. Parents are kept up to date with school affairs through regular newsletters. Most parents are happy with the information that they receive from the school on a day-to-day basis through home/school reading records or newsletters, but some parents are concerned that the reports are not particularly useful in giving them information on their child. Inspection findings show that pupils' annual progress reports are broadly satisfactory and include targets for the next year. There are three parent consultation evenings in the year and these keep parents well informed about pupils' progress and attainment.

51 There is an active Friends Association, which organises social and fund raising events. Several parents help in the classrooms, escort pupils to swimming and on educational visits on a regular basis. Parents support their children by listening to them read at home and supervising the homework set for them.

52 Parents of pupils identified as having special educational needs are involved from an early stage. They are kept well informed and are aware of, and support, their children's progress against the targets set for them.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53 The school is very well led and managed by the head teacher, with the good support of the deputy heads, staff and governors. The head teacher provides excellent leadership and has worked well to build an effective staff team. The high quality of teamwork is a key to the effectiveness of the school. For example, all staff share a commitment to improving pupils' work and behaviour. They work well together to raise pupils' self-esteem and set high expectations that have a positive impact on standards.

54 The head teacher has a clear view of the school's main strengths and weaknesses and works well with staff and governors to identify priorities for school development. These are mainly linked to improving the achievement of all pupils, whatever their ability. The school's well-defined aims are met effectively in its day-to-day life and work and focus on the development of pupils' spiritual, intellectual and personal skills. The head teacher gives a very clear direction for improvement and the school has made good progress in dealing with the issues raised in the last inspection in 1997. The shared commitment of all staff ensures that the school has the capacity to continue to do well with its planned improvements. The school has established effective systems to monitor and evaluate what it does well and to identify areas for improvement. The quality of teaching has substantially improved and the high proportion of good, very good and excellent teaching is a strength of the school. It is a key factor in the good progress made by pupils and is enabling them to attain good standards in many subjects and to ensure a steady improvement in national tests. Lesson planning has improved and includes clear identification of what teachers expect pupils to learn. These aims for the lesson are shared with pupils and their progress checked against them.

55 The procedures now in place for assessing pupils' academic achievements and progress are very good. They provide the school with a good foundation for tracking the progress of any child from entry to the school and to set realistic targets for each pupil. The school has begun to track pupils' progress in English and mathematics. The staff analyse the results of National Curriculum tests so that weaknesses in the curriculum and in pupils' knowledge, skills and understanding, can be identified and targeted. As a result the school identified a weakness in writing and is dealing with this as a key priority.

56 The school uses these results to organise pupils into ability sets for English and mathematics throughout the school. This is particularly effective, where pupils in Year 6 are making good, often very good, progress and standards are rising. It is less effective with the youngest pupils, who find moving from class to class confusing. Teachers of Year 3 pupils have their whole class for only half the school day since pupils work in different sets and this means that they have less time to get to know the strengths and weaknesses of individual pupils in their class in order to reinforce skills such as writing in all subjects.

57 Teachers are beginning to assess their pupils regularly, although this is at an early stage of

development in some subjects. The guidance for teachers on how these assessments should be undertaken varies from subject to subject and so the planning for assessment is not always precise enough to identify what individual pupils know and what they need to do next. Teachers record the results of these assessments in a variety of formats and the results of assessments are used to inform parents about the progress their child is making. The quality of day-to-day assessment of how well pupils achieve in lessons varies from class to class and reflects the quality of teaching. In the best lessons, teachers check on what pupils have learned and use this information to adapt future lessons. This practice is not yet consistent across all subjects and in all classes. Teachers mark pupils' work carefully and in the best practice teachers indicate what pupils have done well and how they might improve their work but this is not yet effective throughout the school.

58 The development planning process is effective and staff and governors are involved in identifying priorities for taking forward the school and in regularly monitoring of progress against these targets. The development plan is a useful document and provides a good framework to support management. The school is developing sound procedures for monitoring teaching and learning. All co-ordinators work hard to ensure that their subjects are well managed and colleagues are supported. Subject co-ordinators have a good understanding of their role and the co-ordinators for the core subjects of English, mathematics and science have had an opportunity to check on teaching and learning and to evaluate the development of their subjects through opportunities to visit other classes. This has enabled them to work with staff to focus on any weaknesses in pupils' learning and to improve standards over time. This practice is now beginning in the other subjects.

59 Governors are very supportive of the school and work well in committees to support the management of the school. Individual governors are linked to subjects and to areas such as special educational needs and this enables the governing body to have a good understanding of the work of the school. The governing body ensures that all statutory requirements are met. The strong commitment of the head teacher, staff and governors ensure that the school is well placed to continue its planned developments.

60 The school manages the provision for pupils with special educational needs well and this ensures that they make good progress against their individual targets. The co-ordinator manages the provision for all these pupils well. She is well supported by a specialist teacher from the Local Education Authority's (LEA) support service and the school's classroom support assistants. These support staff work well with teachers to support these pupils in class and to work with them when they are withdrawn from lessons to work in small groups. The LEA's support teacher works with pupils on a one to one withdrawal basis. This focuses the help and their attention well and enables the teacher to make a substantial contribution to pupils' records and to use her specialist knowledge to help them. The school considers that the practice in basic language and numeracy skills brings sufficient gains to justify this but pupils may well benefit from help in small groups on a more efficient basis. Time is often lost as she brings many of the pupils from their classrooms and takes them back at the end of the session.

61 All class teachers are involved from the first stages in assessing a pupil's special educational needs. They contribute to the individual learning programmes and these are well written, suitably specific and clearly revised in response to the progress pupils make. In lessons special educational needs pupils are well involved at their own level. The concerns expressed by some parents about the school's provision are not well founded. There is a register of more able pupils and of pupils with behavioural difficulties. The school has set up good liaison with all the external agencies.

62 Funding provided to support pupils with special educational needs is used appropriately for its intended purpose. Financial planning is good and is linked closely to the educational priorities identified

in the school development plan. Financial control and the day-to-day administration of the school are good and supported well by the administrative staff. The head teacher and governors are keen to get the best value for the pupils in all resources and services and gather information before financial decisions are taken. They also compare the school's performance with other schools both nationally and locally. All resources devolved to the school are used well to support teaching and learning. Given the attainment of many pupils on intake, the good teaching and learning and the good progress made since the last inspection the school provides very good value for money.

63 The school's ratio of pupils to teachers is above the national average. However, teachers are well deployed to make best use of their qualifications and training. They have a good range of specialist subject qualifications and experience, which are well used in their roles as subject co-ordinators. Four experienced teachers provide good leadership of each of the year teams of four other teachers. There is a relatively large number of part-time teachers, two of whom co-operate in a very successful job-share in Year 5. Others are successfully deployed to cover in such situations as maternity leave and long-term sickness. There is currently one newly qualified teacher, who is well supported by one of the two deputy head teachers as mentor, and through regular guidance provided by other teachers in the Year 3 team. The school gives good support to student teachers on the Initial Teacher Training scheme through its links with Scarborough College. It is about to embark on a new initiative, recently launched by the Teacher Training Agency. Under this scheme the school will receive funding to offer full time training to a full time, mature, graduate student for a period of one year. The school has a total of 12 classroom support assistants who are very well deployed. Of these, 10 are employed specifically to support pupils with statements of special educational need, and two are used to support pupils in numeracy and literacy classes. A further four non-teaching assistants are very effectively deployed to support teachers in the preparation and renewal of learning materials.

64 Under the recent government teaching reforms, the school has recently embarked successfully on its programme of 'performance management' for all its teachers. Target setting meetings have already taken place and the review of teachers' performance is likely to occur before the end of the year. This initiative has built on the very successful annual review for teachers, which was previously undertaken by the head teacher, and included classroom observation and valued professional advice. Good opportunities are provided for teaching and non-teaching staff to undertake further professional development, and staff have availed themselves well of this opportunity during the last three years. All teaching staff are now in the process of extensive training in information and communication technology under the government's New Opportunities Funding arrangement.

65 The accommodation is barely adequate for the teaching of the curriculum. However, it is well managed by the school and well cared for by the caretaker and cleaning staff. The hall is not large enough to accommodate the whole school; some of the classrooms are cramped with poor ventilation. The school has improved congestion in the playground by staggering the times of lunch sittings. However, during the winter months when they can't use the field, the pupils find the playground overcrowded. The school has a good-sized field and an attractive garden that provides an effective resource for environmental work in science and geography. There is limited disabled access, and no disabled toilets in the main building. During the inspection it was found that the music room was hot and stuffy for a Year 6 music lesson and pupils during a Year 4 art and design lesson had difficulty using large sheets of paper due to limited space. The main buildings are attractive and there is a good display of pupils' work. This is not possible in the HORSAs and mobile buildings due to the poor state of repair. The parents are rightly concerned about the state of these old buildings. There are some health and safety issues, relating to the accommodation, which have been identified during the inspection. These have been formally identified to the head teacher and governing body.

66 The amount of funding per pupil is at the lowest level nationally. However, careful

management ensures that there are sufficient resources to support teaching and learning in all subjects of the curriculum. Staff ensure that resources are well managed and make good use of the environment as a resource to support learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

67 In order to continue to improve standards the head teacher, staff and governors should:

- (1) Further raise standards in English and, in particular:
 - provide more opportunities for pupils to write independently in all subjects;
 - provide more planned opportunities for pupils to develop speaking and listening skills through role-play, drama, discussion and debate;
 - ensure that handwriting is taught systematically and that teachers have sufficiently high expectations of pupils' presentation of written work;
 - improve opportunities for pupils to use the library more regularly to support study skills and to find information. (Paragraphs 2, 26, 74, 75, 79, 107, 109)
- (2) Raise standards in religious education through staff training to enable them to become more confident in teaching the requirements of the LEA's agreed syllabus and in providing sufficient challenge to all pupils, particularly the more able. (Paragraphs 9, 24, 128, 129, 131, 133)
- (3) Develop more opportunities for pupils to take responsibility for their learning and to conduct their own research and enquiries. (Paragraphs 17, 20, 37)
- (4) Build on the good practice in the school to ensure that all marking of pupils' work provides them with information on what they do well and what they need to do to improve. (Paragraphs 28, 57, 78)

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

- Work with the LEA to find ways to resolve the health and safety issues identified during the inspection. (Paragraphs 48, 65, 94, 122)

The school has already identified writing as an area for development and has sought for several years to resolve problems of health and safety related to the accommodation.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	111
Number of discussions with staff, governors, other adults and pupils	44

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6	26	44	22	2	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	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	580
Number of full-time pupils eligible for free school meals	61

FTE means full-time equivalent.

Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	11
Number of pupils on the school's special educational needs register	98

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	49
Pupils who left the school other than at the usual time of leaving	41

Attendance

Authorised absence

	%
School data	4.9
National comparative data	5.2

Unauthorised absence

	%
School data	0.1
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 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	71	71	142

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	51	56	65
	Girls	54	54	66
	Total	105	110	131
Percentage of pupils at NC level 4 or above	School	74% (81%)	77% (75%)	92% (88%)
	National	75% (70%)	72% (69%)	85% (78%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	52	55	64
	Girls	57	55	65
	Total	109	110	129
Percentage of pupils at NC level 4 or above	School	77% (70%)	79% (73%)	91% (86%)
	National	70% (68%)	72% (69%)	79% (75%)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	577
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	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: Y3 – Y6

Total number of qualified teachers (FTE)	22.4
Number of pupils per qualified teacher	25.9
Average class size	29.0

Education support staff: Y3 – Y6

Total number of education support staff	15
Total aggregate hours worked per week	187

Financial information

Financial year	1999-2000
	£
Total income	839,099
Total expenditure	819,341
Expenditure per pupil	1,456
Balance brought forward from previous year	30,473
Balance carried forward to next year	50,231

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	580
Number of questionnaires returned	175

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	43	49	5	2	2
My child is making good progress in school.	50	44	4	1	1
Behaviour in the school is good.	37	54	5	1	3
My child gets the right amount of work to do at home.	31	54	11	3	1
The teaching is good.	54	41	2	1	3
I am kept well informed about how my child is getting on.	42	49	6	1	2
I would feel comfortable about approaching the school with questions or a problem.	62	34	2	2	0
The school expects my child to work hard and achieve his or her best.	62	35	1	1	1
The school works closely with parents.	44	44	6	2	3
The school is well led and managed.	55	37	2	1	5
The school is helping my child become mature and responsible.	44	47	4	2	3
The school provides an interesting range of activities outside lessons.	28	40	18	4	10

Other issues raised by parents

Many parents raised concerns about the very poor state of the accommodation in the dining hall and classrooms based in the HORSAs buildings.

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

ENGLISH

68 This is an improving subject, with standards rising over time. Good progress has been achieved since the last inspection. In the 2000 national tests for 11 years old pupils, standards in English were below average. This was lower than the previous year, when standards were above average. In comparison with similar schools in 2000, standards were below average. Fewer pupils achieved the higher levels of attainment in the written tasks last year and this lowered the overall standard. However, the high standards achieved in 1999 ensured that the school achieved above the national average for the three-year period 1998-2000. Although girls attained less well than boys in English this reflects different abilities within the groups of pupils. Inspection findings show no significant differences between the attainment of boys and girls in current work.

69 In comparison with national expectations for pupils aged 11, current standards of work are average in speaking, listening and writing. They are above average in reading. The school carefully analysed last years' test results and produced an action plan for literacy. There has been a clear focus on writing during the year and in particular a concentration on story. The improvement in standards results from this, coupled to the high quality teaching found in Year 6.

70 Throughout the school pupils are placed in ability sets for literacy. These are based upon prior attainment, including information from the infants' schools. These arrangements are well established and allow smaller sets to operate for pupils who experience most difficulty with language. In addition, all pupils have additional time for English within their class groups. The literacy hour is well planned, however the additional time is not used broadly enough. For example, there is little drama and insufficient discussion work planned. Differing levels of attainment are found between sets but, on average, attainment broadly meet the levels expected for each year group.

71 Standards in speaking and listening are satisfactory by the age of 11. Standards could be higher if staff provided a wider range of speaking opportunities. There is insufficient use of role-play, drama, discussion and debate to promote speaking skills. For example, pupils do not have regular opportunities to present ideas or talk in assemblies or to use role-play and drama in subjects such as history and religious education in order to enhance speaking and listening skills. Pupils in the higher sets speak clearly and in the top set attainment levels are above those expected for their age. These pupils speak thoughtfully and use extended sentences that illustrate meaning effectively. This helps develop an original idea; for example, where the description of a seaside rescue is enlivened as lifesavers' struggle with a heavy victim. In other sets a number of pupils speak confidently. For example in set 3, pupils identify and use connectives accurately to form complex sentences. The more able pupils in lower sets understand and respond to questions well. However, the overall range of language in these sets is quite restricted and many pupils rely on classroom support assistants to prompt them.

72 In other year groups speaking and listening is satisfactory. Many pupils respond well to questions and discuss their work with one another confidently. For example, in Year 5, pupils recognise the need for short, snappy sentences to maximise impact. They offer valid improvements to text, suggesting suitable adjectives and verbs. In Year 4, higher attaining pupils speak and answer questions effectively in role. In other sets, pupils identify and use pronouns correctly. In the Year 3 middle set, pupils identify different synonyms for 'said' and use them appropriately in a spoken sentence: 'he gasped' or 'he whispered.' Most pupils enjoy oral work and gain confidence from it. They often make good use of the ideas generated to inform their written tasks.

73 Standards in reading are good by the age of 11; this is because many pupils read widely and are able to compare and contrast both books and authors effectively. The more able readers are expressive and fluent, a number of these pupils achieve standards that are above average. A few pupils attain well above expectations for their age. These pupils read widely and offer perceptive comments when comparing different authors, such as: Rowling, Dahl and Wilson. There is a good range of reading amongst many pupils, from 'Harry Potter' to 'Wind in the Willows'. Some pupils read poetry well, demonstrating a good understanding of rhyme and verse. Pupils of lower reading ability also display an interest in reading and an ability to discuss different authors. One, for example, explaining his enjoyment of 'Goosebumps' being 'really scary'. The majority of pupils read accurately and have good strategies for overcoming difficulties. However, for many pupils, library skills are less well developed. For example, they are not entirely confident when using non-fiction texts for independent research.

74 Reading standards in other year groups broadly match expectations, with evidence of high attainment by some pupils. The range of ability is wide. For example, in Year 5 there are accomplished readers who talk confidently on character and plot. By contrast, others are hesitant and have difficulty with word recognition and punctuation. Amongst younger pupils there are a number of very competent readers; for example, they have good comprehension and are able to predict and discuss the nature of the plot. Library skills are quite firmly established amongst the more able pupils, who know how to use the index and contents pages correctly. However, library skills are more variable amongst other ability groups. This is partly because there are too few opportunities for pupils to use the libraries independently to practise skills in finding information.

75 Standards in writing and handwriting are broadly average at the end of the key stage, with some pupils achieving high standards. Handwriting and punctuation is good in the two top sets but somewhat variable elsewhere. The focus on writing, in particular story writing, has provided good opportunities in all sets. However, there are insufficient opportunities for pupils to write independently in other subjects. The very good teaching in Year 6 has ensured that standards in writing have improved since last year. Higher attaining pupils make good use of extended vocabulary; for example, 'a piece of glass glistening in the sunlight' and 'a rush of freezing air hit me like a buffalo'. There is evidence of planning and drafting being used effectively; for example, an idea about ghosts led to a story 'I know you won't believe me'. Pupils understand the importance of writing for a specific purpose and adapting their language accordingly. Good examples include offering differing views on foxhunting and the re-writing of traditional stories to devise alternative outcomes. In the lower ability sets, pupils' work improves where they use plot and character effectively. A story, 'Shark Attack' was given an imaginative twist, with a friendly shark!

76 In other year groups pupils develop their use and understanding of language appropriately. Standards meet expectations within the key stage. For example, in Year 3, most pupils understand how to punctuate to separate speech from the reporting clause. In Year 4, pupils in the middle set use a suffix accurately and separate noun from verb correctly in sentence writing. In Year 5, pupils in the top set use appropriate descriptive language in a 'protest' letter. In a lower set, pupils successfully complete a draft letter to the head-teacher, containing ideas for school improvement.

77 Underpinning these improving standards is the quality of teaching, which is good throughout the school and very good in Year 6. The good teaching throughout the school has a positive impact on learning and on pupils' attitudes towards their work. Most display interest, a desire to learn and a mature approach to the tasks set. The teachers are skilled practitioners, who use their knowledge and understanding of the literacy strategy well. They are ably supported by the classroom assistants and form an effective team. This has a direct impact upon the quality of learning. Relationships between

staff and pupils are positive; this helps manage behaviour. There is effective teaching of basic skills, for example, in the teaching of grammar to support story writing. The good work on persuasive writing helps pupils consider the role of particular words to achieve an impact, a ‘crumbling’ building, was described in a protest letter. When considering stories, pupils are reminded of the impact of a good conclusion, helping them identify the ‘twist’ and ‘cliff-hanger’ as possibilities. In an excellent lesson, with a lower ability set, the teacher shared the aims for the lesson, having first evaluated prior progress and then gave pointers to support new learning. This motivated the pupils; they were encouraged to improve their work and knew how to do so. Assessment procedures are very good and information is used well to plan the next units of work.

78 On occasion, lessons are over-directed and pupils spend too long listening. There is an insufficient range of speaking and listening activities. Where pupils are challenged in new ways they respond effectively, for example in role-play to consider the feelings of Danny in the story, ‘Cheat.’ Not all staff have sufficiently high expectations for the presentation of pupils’ written work. Teachers mark pupils’ work and in the best practice they provide clear information on what the pupil did well and where work can be improved. This is not consistently the case in all classes.

79 The curriculum offers a sound range of learning opportunities to all pupils. There is good breadth and balance, in the choice of texts and materials used. Literacy is promoted effectively throughout the curriculum. All pupils have good access to the curriculum, which benefits pupils of all abilities. However, there is insufficient use of information and communication technology and too few opportunities for pupils to develop independent research skills. The co-ordinator provides good leadership; she has clear priorities for literacy and supports staff well in achieving them. A thorough audit has been completed, which has had a direct impact upon establishing priorities.

MATHEMATICS

80 By the end of Year 6, pupils achieve standards that are above the level expected for their age and some reach an even higher level. These standards are the same as those reported in the last inspection and show an improvement on last year’s national tests, when the school’s results matched the national average and the average attained in similar schools. The good standards reflect the very good quality of teaching throughout the school and the way teachers are implementing the structure of the numeracy hour as part of the National Numeracy Strategy. Pupils are grouped according to ability; this enables work to be well matched to what they already know and is effective in raising standards. The effective teaching of mental arithmetic skills at the start of each lesson ensures that pupils develop swift recall of number facts.

81 When pupils join the school in Year 3 they have a sound grasp of mathematics, although there is a wide spread of ability. For instance, most pupils work comfortably with additions of hundreds, tens and units whilst others are learning to cope with tens and units up to at least 90. They all rapidly develop their mental skills as they double and halve numbers at speed and use these skills to understand and recall multiplication tables. They work confidently with money, for example, to purchase objects and solve simple ‘shopping’ problems. They have a secure understanding of the properties of two-dimensional shapes. In Year 4, pupils build successfully on their knowledge and understanding of measures and simple graphs. The more able pupils know how to divide accurately with two-digit numbers. They work with money; for example they use suitable strategies to give change from £5.00 and know how to convert 194 pence and record it correctly as £1.94. Less able pupils work with addition and subtraction and have learned that one is the inverse of the other.

82 By Year 5 pupils work with larger numbers; they understand negative numbers when calculating temperatures, can calculate simple ratios by colouring and work confidently with the areas

and perimeters of shapes. These pupils make tallies and use the data to create graphs of their results, for example, scoring numbers. The most able pupils understand the use of brackets in a calculation, work out equivalent fractions and work with co-ordinates in four quadrants. Teachers reinforce subject terminology well and these pupils are familiar with and use terms such as 'mean', 'mode' and 'median'. They achieve well above the levels expected for their age. By the end of Year 6, pupils have experienced a broad and challenging range of activities and this is reflected in their high level of attainment. The most able group of pupils works confidently with percentages, fractions, ratio and proportion. They measure angles correctly and compare similar and alternate angles. Pupils plot graphs accurately using formulae such as $y=2x$, illustrating their ability to work at a very high standard for their age. Others use percentages confidently and solve calculations with addition, subtraction, multiplication and division using very large numbers. Less able pupils often attain good standards for their age, coping well with number, shape and graphs.

83 The pupils achieve well because the teaching is mainly good, with very good or excellent teaching in over half the lessons seen. There was only one unsatisfactory lesson where pupils were not sufficiently involved in their learning and, even for a revision lesson, work lacked challenge. Teachers have very good subject knowledge and this, together with their high expectations of pupils' work, use of time and attitudes has a positive impact on pupils' learning. The best teaching was in Year 6 although there were examples of very good teaching in all year groups. As a result pupils' learning is enhanced throughout the school; they achieve well and this positively influences standards by the age of 11. In the best lessons, teachers set challenging tasks and clearly display what pupils will learn in each lesson so that pupils know exactly what is expected of them. They set a brisk pace to lessons and expect pupils to succeed. Teachers use skilful questioning. For example, in a Year 3 class where pupils played a 'Guess the Number' game, the teacher challenged them to give reasons for their answers, such as 'Why did you add 40?' The pupils used this opportunity to think about what they were doing and responded eagerly, using the correct mathematical terms. In a Year 5 class, pupils were asked what strategies they would use to add a set of numbers and one replied 'I would add the largest first and then the next largest to make it easier for myself!'. Teachers' use of clear questions at the end of each lesson is linked to the aims for the lesson and enables them to identify what pupils have learned so that they can plan the next pieces of work. Teachers mark pupils' work carefully and much is of a high standard and clearly indicates what pupils have done well and what they need to do to improve their work.

84 Teachers effectively encourage pupils to develop their speaking and listening skills; this is a strong feature of many lessons and further supports pupils' progress. In most lessons, teaching is demanding of pupils and as they move through the school they learn to become more confident, well motivated, share their knowledge and understanding and enjoy their lessons. Classroom assistants are deployed well and provide valuable and effective support within classes, particularly for the less able pupils so that they make good progress against the targets set for them. As a result this has a very strong impact on their learning and attainment.

85 The curriculum for mathematics is broad and balanced; the national recommendations for numeracy are implemented successfully. Teachers plan lessons with great care and work in year groups, sharing their planning with each other to ensure that the curriculum is planned in a logical sequence that builds on pupils' previous learning. The curriculum co-ordinator is new to the post, but already has a clear overview of the school's work in mathematics. The staff analyse the results of national and school based tests and set targets for each pupil. This analysis enables teachers to identify and keep a record of the more able and gifted pupils so that their progress can be carefully checked. Resources are satisfactory and are used effectively to enhance pupils' learning. Numeracy is used well to support learning in science, geography and information and communication technology. There are good links with the local infants and secondary schools. For example, teachers have worked with

staff at the secondary school to produce a set of tasks, the 'Bridging Unit Pilot Scheme'. This valuable scheme is used in the junior school with Year 6 pupils and is continued when they transfer to Year 7 in the secondary school. This good liaison effectively supports pupils' progress and helps their transition to the next school.

SCIENCE

86 Standards in science are above the national average. Since the last inspection standards have continued to improve, as a result of the high quality of teaching. In the 2000 statutory assessment tests, for pupils aged 11, standards were above the national average, compared to all schools. When compared with similar schools, they were also above average. There are no significant differences between the attainment of boys and girls. Over the last four years standards have shown a consistent rise when compared to the national average. The inspection judgements support this. By the age of 11, pupils can competently apply the principles of 'fair testing' to investigations, as when Year 6 pupils observed the different ways various types of sugar dissolved in water at room temperature. They could make predictions, accurate, timed observations, using stopwatches, and thoughtful evaluations of what they had seen. One pupil suggested, when asked about his results, that the large sugar crystals took longer because 'it was harder for the water to break it down'. Following this investigation, pupils used their computing skills well to produce coloured 'pie' charts and block graphs to illustrate the differences in time required to dissolve their samples. In another investigation, on a related topic, pupils considered the way sand and salt could be separated. Many pupils explained why filtering was effective in such a process, and used the terms 'solution' and 'evaporation' appropriately when describing how they had previously obtained salt crystals from a salt solution. Analysis of pupils' work, and discussion with pupils, indicates that they have a good understanding of forces and their effects. In an investigation into the effects of lubrication on friction, pupils drew competent block graphs to show the differences in size of force required to move a solid object over differently lubricated surfaces. Pupils also have a good understanding of life processes, and can relate healthy eating and exercise to a healthy body. In another Year 6 class investigation, concerned with the functions of the lungs and heart, pupils could demonstrate how lung capacities varied and how exercise leads to an increase in the heart's pulse rate.

87 Pupils enjoy their science lessons and invariably behave in a very mature and responsible way when listening to explanations by the teacher and when working with apparatus in small groups. In many lessons there is an intense buzz of earnest activity as pupils carry out their investigations and talk enthusiastically about it. They respond well to each other and respect their teachers and other adults. They use classroom equipment and materials carefully, and behaviour is consistently very good.

88 The quality of teaching is predominantly good, ranging from very good to satisfactory. No unsatisfactory teaching was seen. In a high proportion of lessons teaching was very good. This represents a continuing improvement in teaching quality since the last inspection. A major benefit of such strong teaching is that it is evenly spread across the year groups. In many lessons, teachers make clear what pupils are expected to learn and how to proceed. In a very good Year 4 lesson, pupils were asked to plan and carry out a fair test to discover which, of four different magnets, exerted the strongest pull. The teacher skilfully outlined the task, reminding pupils, through careful questioning, of the requirements for a fair test. Her high expectations of behaviour meant that pupils listened well and, as a result, set about the task confidently. Many teachers have good subject knowledge and use it well to question pupils and explain scientific meanings and concepts.

89 Teachers manage their pupils well, with a good balance of humour and encouragement, to which pupils respond well. In a Year 3 lesson, the teacher showed very good subject knowledge and very high expectations of pupils' behaviour when introducing pupils to their practical task. He showed great interest in pupils' responses, so that their confidence and interest was sustained. Consequently, most knew exactly how they were expected to proceed in the subsequent investigation, using geranium plants. Teachers make good use of 'key vocabulary' in science to develop pupils' literacy skills, and provide good opportunities for pupils to reinforce their mathematical graphical skills when recording

their results. Good use is made of classroom support assistants. They are well briefed by teachers and offer well planned support to those pupils with statements of special educational need, and other pupils with special educational needs who require it during the course of lessons. Because of this, pupils with special educational needs, like other pupils, make good progress.

90 An experienced teacher, who provides a good teaching role model in her subject, manages the subject well. She has recently updated the long-term curriculum plans, to accommodate the recent national guidance. She has also produced valuable guidance for her colleagues on the assessment of pupils' scientific investigation work. In an interesting partnership with the receiver secondary school, shared guidelines for carrying out and recording practical work is to be piloted by teachers and Year 6 pupils in the summer term. The co-ordinator is well supported by teachers representing each year group, who work closely with her in producing valuable termly plans for each year group, based on the new scheme of work. Assessment procedures are well developed. Teachers use assessments linked to identified topics and questions from past national tests, in addition to assessment of pupils' investigation skills. A recent analysis of pupils' responses in last year's test paper has been undertaken, and is being analysed to identify areas of development for teaching and learning in subsequent years. These are very useful developments in assessment and its use since the time of the last inspection. The co-ordinator is aware that more use and reinforcement of pupils' information and communication technology skills could be developed to enhance their learning. In anticipation of further planned developments, appropriate sensors and interesting CD-ROM programs have recently been purchased. Very useful opportunities are provided to extend pupils' scientific experiences outside the classroom. These include organised visits to a local pottery, as part of pupils' study of 'materials', visits to Dalby Forest to study 'habitats', studies of water samples from a local river, and visits of a dental health nurse to talk about the function and care of teeth. The school makes very good use of its wildlife garden area for the study of habitats and in support of the popular Environmental Science Club.

ART AND DESIGN

91 Pupils make very good progress in art and design and standards are well above what is expected for 11 year olds. This is a strength of the school. This matches the judgement of the last inspection. The colourful and extremely well-presented displays around the school that illustrate the development of pupils' skills, the very high quality of their work and breadth of their experience and knowledge, convey to the observer a sense of awe and wonder.

92 Throughout the school, pupils have opportunities to draw and paint through direct observation. In Year 3, pupils learn printing techniques, using fruit and vegetables. They use two colours, overlapping or close together, making interesting designs as they experiment with shape and texture. Year 4 pupils produce very high quality sketches of a milk churn, developing their skills in shading and use of perspective. Close observation of real flowers in Year 5 enables pupils to experiment with pastels or watercolours to produce finished products of a pleasing and high standard. By the end of Year 6, pupils have an extensive knowledge of the styles of different artists. They have very well developed skills in working in a variety of textures such as paint, charcoal and pastels and have experienced three-dimensional modelling of, for example, clay pots depicting the town of Driffield. They were observed emulating the style of the American artist, Piet Mondrian. After they had considered the mood, style and use of primary colours, they succeeded in producing very realistic interpretations, both two and three-dimensional, of his abstract piece of work, 'Broadway Boogie Woogie'. Their silk paintings in the style of William Morris are of exceptionally high standard and extremely well displayed.

93 The quality of teaching is never less than good with over half being very good or excellent.

This is a strength of the school. Most teachers have very good subject knowledge and high expectations of the standards they expect which they clearly share with pupils. They use stimulating resources very effectively, and their enthusiasm and encouragement motivate their pupils so that all are eager to learn and they enjoy their lessons. In one Year 5 class, the teacher asked her pupils to consider the work of various pupils and discuss the quality of their use of colour, shade and texture. This raised their self-esteem and thus had a positive impact on their learning. In one Year 3 class, pupils were so engrossed watching their teacher explain their task that there was complete silence and every pair of eyes followed his every move! All teachers give their pupils opportunities to work independently and make decisions so that their work is creatively expressed. They have established positive relationships with their pupils. As a result, all pupils and those with special educational needs make very good progress.

94 The curriculum is broad and balanced. It offers pupils the opportunity to study the works of famous artists such as Picasso, Van Gogh, and Matisse and includes artistic styles of other cultures such as Egyptian, American, French and Australian. The subject is very well led and managed by the experienced and enthusiastic co-ordinator. Teachers plan well together and assess pupils' work at the end of each topic. This is monitored informally by the co-ordinator. Each year group has the opportunity to visit places of interest such as the Yorkshire Sculpture Park, the Ferrens Art Gallery and Dalby forest. Year 3 pupils study the local area and evidence of this is to be found in their pleasing sketches of the school building. Visiting artists and other adults provide valuable support and expertise and this has a positive impact on pupils' progress. The co-ordinator maintains a portfolio of completed work, which clearly reflects the progress and high standard of pupils throughout the school. Literacy is satisfactorily supported in Year 6, for example, where pupils write about the lives and work of famous artists or reflect upon the impact that a picture or painting may have had upon them. In all lessons, great consideration is given to pupils' health and safety. For instance, one Year 3 teacher had checked the school's database to ensure that no pupil was allergic to the type of paint or to particular fruit and vegetables that were to be used in the lesson. There is a strong emphasis on the development of pupils' personal, social and cultural development and this provides an added dimension to their learning. However, art activities are limited in the classes taught in the HORSAs buildings; there is insufficient space to use large sheets of paper and displays of work are often damaged by water.

DESIGN AND TECHNOLOGY

95 Standards are above those expected for pupils aged 11. This judgement is similar to that made at the time of the last inspection. The maintenance of these standards has been achieved during a time of many changes in the curriculum and demands on teachers' time by many other initiatives during the last four years. By the age of 11 pupils are good at evaluating the qualities of a variety of commercial products and using their findings when designing and making their own work. In an excellent Year 6 lesson pupils produced a variety of well-executed designs for individual bookmarks, following a previous lesson, in which they had examined the qualities of design and manufacture of a range of commercial bookmarks. Pupils spoke confidently about their designs, taking account of factors such as the 'key market'. They made appropriate choices of material, taking account of colour match, texture, durability and anticipated difficulties in making the product.

96 Pupils are developing a good knowledge of mechanisms. Year 5 pupils were able to use piercing, cutting and joining techniques to make sound working models of several jointed mechanisms. Pupils' knowledge of mechanisms was further extended through the design and construction of working 'fairground' models, using 'Lego' and 'Lego-technic' kits. In an excellent Year 4 lesson, pupils were preparing to make an electrical alarm system, having listened to a story about the theft of a bicycle. In a preliminary revision activity, a majority of pupils could construct circuits incorporating two batteries, bulb and buzzer, and many could explain why the bulb circuit was brighter with two

bulbs. Analysis of pupils' work and portfolio of photographic evidence shows that in Year 3, pupils produce very good, well finished, working models of wheeled 'buggies'. Although no food technology was seen during the week of the inspection, pupils spoke knowledgeably about bread making. Past work showed pupils' confidence in 'designing' different types of bread and in completing a survey of pupils' opinions of bread tastes using block graphs to record their findings. Pupils' completed work showed good finishing skills in making cushions, masks and various imaginative woven fabric designs. The progress made by pupils in making and evaluating their work is generally good. In the design aspect, the production of first working designs is satisfactory, but in the work of a significant minority of pupils the drawings linked to the final design stage of their work are not sufficiently accurate and well presented, and the co-ordinator accepts that this is an area for further development. From Year 3 to Year 6, pupils, across the ability range, make good progress in their handling of different tools and materials, including fabric, wood, plastic and mouldable materials such as papier-mâché. Pupils with statements of special educational needs make similar progress when supported by classroom support assistants.

97 Pupils often display very good, and sometimes excellent behaviour, and respond particularly well to the high quality of teaching. They work very responsibly, individually, or as part of a larger group. They show good regard for safe practice and generally listen very well to questioning and teacher exposition.

98 The quality of teaching ranges from excellent to satisfactory, but is predominantly very good. The proportion of very good teaching has improved since the last inspection and accounts largely for the maintenance of high standards in the subject. Teachers make very clear what is to be achieved. This enables pupils to set about their tasks with confidence. In a very good Year 3 lesson in which pupils were planning to design and make pencil cases, the teacher described carefully, with useful opportunities for clarification, what pupils needed to do, and as a result pupils showed confidence in setting about their task. In the same lesson the teacher had briefed a classroom assistant well to work with a pupil with a statement of special educational needs, and he was able to make sound progress. Many teachers have good subject knowledge and put it to good use. In an excellent Year 6 lesson the teacher used his knowledge well to involve the pupils in a very good discussion about their design stage. He reminded them carefully about the factors influencing their choices, such as function, attractiveness to a target audience, and the practical difficulties involved in achieving effects, such as lettering and logos in certain types of fabric. Pupils gained much confidence, and as a result were able to talk with some conviction about why they had made certain choices.

99 The subject co-ordinator is enthusiastic, knowledgeable, and, through his teaching skills, provides an excellent role model in the subject. He has made very effective revisions to the scheme of work and worked well with year team representatives to provide termly plans that help pupils to make sustained progress. Though the school has limited funding for the subject, resources such as textiles are often obtained efficiently from low cost local sources, which enables a sufficient range and choice to be available. Resources and tools are centrally stored and labelled in a way that enables teachers on a large and difficult site, to have reasonable access. The co-ordinator has made a good start at identifying worthwhile assessment opportunities in the medium term plans, and it is expected that data from these will help teachers to modify future planning. Software for computer-assisted design is available to pupils and some pupils are using it with some success. However the co-ordinator recognises this as an area for development in the subject development plan.

GEOGRAPHY

100 Standards in geography meet the national expectation for pupils aged 11. Standards have been maintained since the last inspection and pupils' achievement is now good. This is because the

subject is well taught; pupils are enthusiastic and most participate effectively in lessons.

101 In Year 6, most pupils work hard and demonstrate a sound grasp of specific geographical skills, such as map reading and working with co-ordinates. They successfully use a local ordnance survey map to locate different categories of settlement. They define these, using such criteria as service levels and housing density. They recognise that their school is in a town, surrounded by villages. Pupils use both 4 and 6 figure grid references accurately. They calculate a grid reference for a pre-determined feature, such as a farmhouse or work from grid references to locate a specific feature, such as a post office. They sometimes have more difficulty with scale, failing to recognise the significance of a ratio, such as 1:50,000. This is when it is taught in too abstract a manner. However, pupils possess a sound understanding of most mapping techniques and they recognise the importance of accuracy when drawing their own scale maps.

102 As they move through the school, pupils cover a range of topics that help develop their geographical skills. In Years 3 and 4 they focus on the local environment, examining the impact of human activity upon it. For example, in Year 3, pupils recorded noise levels around the school and assessed their impact. Pupils recognised that noise from the traffic flow at different times of the day can affect work in some classrooms. In Year 4, a town study enabled them to assess how Driffield is affected by housing and industrial development. Pupils made good use of a photo resource pack developed by staff and identified reasons why differing facilities are located where they are. In both Years 5 and 6, distant locations are studied, deserts, mountains and rivers on different continents and a specific study of St. Lucia in Year 6. Pupils make valid comparative judgements to assess the geographical and climatic differences between regions. This, in turn, provides them with useful insights into human activity, such as leisure pursuits.

103 The study of geography is well supported by good teaching throughout the school. Lessons are carefully planned and make good use of resources. Where teaching is particularly good, secure subject knowledge provides challenge and promotes high expectations. There is a clear focus upon accuracy in all areas of work. This has a direct impact upon learning and many pupils' work hard to ensure their work is of a high standard. The positive relationships in all classes encourage collaborative work and this, in turn, helps promote independence in learning. Good use is made of educational visits, which are carefully prepared and provide valuable experiences beyond the classroom. For example, pupils in Year 6 are involved in a detailed study of Hull and the Humber estuary. The overall impact of this provision is to promote positive attitudes to learning. Pupils enjoy working together and this helps support their learning effectively.

104 The two co-ordinators share their responsibilities effectively and provide good support for their colleagues. They are enthusiastic and committed to raising standards. The curriculum provides an appropriate range of opportunities for all pupils. It is significantly enhanced through educational visits, planned in each year group. Assessment procedures are very good and inform planning effectively. Overall, this subject provides pupils with good opportunities to develop a range of skills; for example, by supporting numeracy through map work. The overall standard of teaching has improved since the last inspection, leading to good rates of learning in many classes.

HISTORY

105 During the week of the inspection there were no lessons in history, all classes are studying geography this term. Judgements are based on extensive scrutiny of pupils' work from the previous two terms and discussion with pupils and teachers.

106 Standards are often above average at the end of the key stage when pupils are 11 and about

the same as at the time of the previous inspection. Pupils are developing a good sense of chronology. In Year 3, pupils understood well that their work on Ancient Egypt dealt with a period a very long time before the Second World War, their other study in the year. They realise that the lives of the Egyptians were very different from our lives now. They know that we can find out about the war from living people whereas information about the Egyptians has to be found by archaeologists. Year 5 pupils have a good grasp of the Tudor period. Their writing shows that they have made a good attempt to understand the feelings of the characters involved in Henry VIII's parting with Catherine and marriage to Anne.

107 Different tasks are sometimes set for pupils who find the work more difficult or easy; completed work in Year 5 books showed this well. However, pupils usually do the same work. Tasks are, however, often open-ended so that pupils of all abilities can do them at their own level. In Year 5, for example, some high attaining pupils have written very well about Theseus in their work on the Ancient Greeks. Examples of high quality writing are more unevenly distributed across the year group in Year 6 but the best work is very good. Stronger links with creative writing are a declared priority for history in the school. Pupils in Year 6 show an increasing awareness of progress over time, of changes and of the causes and implications of change. They know about some of the great inventions of the Victorian age and how these changed peoples' lives, for good and ill. They have begun to understand how to look at source material for evidence and how to compare views of historical events. Good links with information and communication technology and art and design have come from the work on William Morris and some of it is attractively displayed around the building. Some pupils research at home, one boy was praised for finding out about bicycles in Victorian times.

108 Pupils talk with some enthusiasm about their work in history. They clearly enjoy finding out and thinking about the importance and implications of what they have researched. Although there is some variation, pupils generally present their work well. They have made attractive folders and worked carefully. This, coupled to pupils' enthusiasm and good recollection of the work, indicate good teaching. Teachers have planned and effectively carried out an interesting programme of study enabling all pupils to come to a greater understanding of the past and its effect on our lives. There is little unfinished work. All pupils, including those with special educational needs, have been able to bring each part of the topic to a satisfactory conclusion.

109 The curriculum co-ordinator, who leads the subject enthusiastically, has developed it well. The school has made at least satisfactory progress in the teaching of history since the time of the last inspection. It is now better at challenging pupils' thinking and has also resolved the need to assess their work. The content of history units is good and pupils study a wide variety of aspects of each period. Each unit of work now has an assessment task. Self-evaluation at the of the Tudor topic in Year 5, for example, shows pupils thinking carefully about what they have done and how successful it has been. There was, however, no evidence of drama or role-play and pupils could not call to mind having acted out a scenario in history.

INFORMATION AND COMMUNICATION TECHNOLOGY

110 Standards have improved substantially since the last inspection. There have been significant improvements in the provision for information and communication technology. The school has developed a well-resourced computer suite, invested in new computers and software, developed a structured curriculum and increased teacher knowledge and confidence. These factors are enabling pupils to make good progress. Pupils' standards of attainment at the age of 11 match the national expectations for their age and many pupils achieve more highly. They are rapidly filling gaps in their knowledge, skills and understanding that reflect limited resources in the past. They are now gaining skills in using the computer to frame instructions to draw specific and precise shapes using control

programs and the use of sensing equipment to monitor experiments in science. Pupils with special educational needs make good progress through the extra help given by staff and by their classmates. They attain standards similar to those of the other pupils.

111 The new computer suite has given pupils greater opportunities to develop skills through structured teaching of information and communication technology. Pupils have a good knowledge of different forms of information storage and ways in which computers are used in everyday activities. They log on, locate their class and individual folders and can access the Internet for information and pictures to enhance their topic work. For example, pupils in Year 6 used well-chosen images to present their work on St. Lucia in geography. They are adept at moving between functions to create moving images that add interest to their work and thoroughly enjoyed demonstrating how they could make a pictured dancer perform. Pupils benefit from the well-planned programme for information and communication technology that ensures a steady increase in challenge as pupils move through the school.

112 In a well taught Year 3 lesson pupils achieved well as they learned how computers enable them to store and sort information. The pupils were managed well and responded to the teacher's clear expectations. His very clear directions ensured that all pupils could find the correct icons and use the mouse correctly to access information from a database on birds. The teacher's good questioning reinforced well the pupils' understanding of terms such as 'field' and 'icon'. The lesson was organised well to enable pupils with greater computer skills to work with those less confident. All pupils were quick to appreciate the positive benefits of using information and communication technology to create and access a database, rather than the card base they had used in a previous lesson. Teachers use computers well to support pupils' learning in other subjects and classes have extra time in the information and communication technology suite to improve their literacy skills. In Year 4, pupils used the 'Talking First Word' program to write an alternative ending to a well-known story. The teacher effectively organised the pupils and used time well to enable them to load and use the program and to have frequent opportunities to discuss and share ideas or to volunteer information to the rest of the class. By the end of the lesson, most pupils had typed in several paragraphs. The teacher's high expectations encouraged pupils to write imaginatively and many used well-chosen vocabulary and completed their stories in the style of the original.

113 By the end of Year 6 pupils display satisfactory skills in many aspects of word processing. For example, they confidently change the font size, style and colour, and they know how to carry out a spell check. They select and add pictures to their work from an encyclopaedia on CD-ROM and search Clipart files and import images to their writing. Pupils' knowledge and understanding of data handling and spreadsheet packages is sound. Many pupils are developing their understanding of how information and communication technology can be used to control devices. For example, they control the movements of an on screen character by giving a sequence of instructions, and they know that computers can be programmed in real life to control other equipment. Pupils in Year 5 have a good awareness of the uses of information and communication technology in the real world and know how robotic devices are used in the home to control equipment such as washing machines and video recorders. They know that programs can control machinery in factories, fly and land aircraft and control traffic lights. In a well-planned lesson they used technical Lego and accessed programs in an RCX brick to investigate ways to turn a wheel. They responded well to the teacher's challenge when they were required to find a suitable program and create a 'spinner' for a game, using the brick, wires, motors, touch sensors and the wheels. They persevered and all created a spinner, a few found ways to make pointers that remained still while the wheel turned in order to dictate moves for their game. The teacher effectively motivated the pupils by describing their next unit of work where they would create their own program to activate models of fairground rides they had made in their design and technology lessons.

114 By Year 6 pupils handle computers confidently and use computers well to support their learning. They use a graphics package for modelling and have selected and rotated geometric shapes to create pictures in the style of Mondrian. They imaginatively used the full range of icons to amend, adapt and use images to create their abstract pictures. All pupils make good progress in using the Internet to revise work in science ready for the national tests. The very good teaching in Year 6 encouraged pupils to work hard and to build on the previous work in science and information and communication technology to work through a range of questions based on plants and animals. The teacher's very good subject knowledge meant that explanations were very clear and pupils were guided well on how to use the server to gain access to the Internet. The teacher's skilful questioning and well-timed intervention enabled him to support the less confident pupils and challenge the more able. Pupils made good gains in the lesson and were very clear about the value of information and communication technology as an aid to learning. The very good relationships and effective management of the pupils ensured that a lot of work was covered.

115 Through the Internet, the school has set up a European Links Project that enables pupils to share a particular subject with schools in other countries. In Year 4 pupils have chosen the Vikings as their topic and already their writing on 'what would it be like living here now?' has been shared on the Internet with some European schools. Other classes have already decided to share work in geography and art and design. All of this is beginning to extend pupils' experiences in developing their Information and communication technology and literacy skills.

116 In the lessons seen, the quality of teaching was good and often very good. Lessons are carefully planned by the co-ordinator and shared with teachers in each year group. Planning clearly identifies what new knowledge, skills and understanding pupils are expected to acquire during the lesson. This gives a clear focus to lessons and this has a positive impact on pupils' learning. All planning identifies how teachers can assess what pupils have learned and this is most effective when individual teachers adapt the year planning to identify their own ways of checking on what pupils have learned and use the information to guide their teaching and so modify the next pieces of work accordingly. The computer suite provides good opportunities for pupils to learn new skills within a group and all the class can have direct, hands-on experience. The ongoing training for staff has a very positive impact on their confidence and competence in using information and communication technology. Computers in classrooms are used to practise skills learned in the computer suite and to support learning in English, mathematics, science, geography and history.

117 Pupils have positive attitudes towards information and communication technology. They are keen to talk about and demonstrate their work with computers and they are enthusiastic in their discussions about what they have done. Many pupils use their experience of computers at home to support work in school. Behaviour is very good and pupils work well together and help each other. This is particularly useful for pupils with special needs or those who lack confidence in computer skills.

118 The subject is well led and managed. Under the leadership of the two co-ordinators there has been significant development in curriculum planning for information and communication technology with carefully thought out purchases of computers and software and an increase in teachers' knowledge. This has had a positive impact on pupils' attainment and progress. A Year 6 teacher runs a well-attended computer club that enhances pupils' skills and confidence.

MUSIC

119 Standards in music are above the expected levels for pupils at the age of 11. Instrumental work is good but singing varies. For example, pupils in Years 3 and 4 sing well making a tuneful and

sweet sound in lessons and in hymn practice. In one Year 4 class, pupils, accompanied by musical guitar playing, sang well. Older pupils in Years 5 and 6 sing less readily and make a thinner sound although most sing in pitch. In class lessons pupils show a good all round knowledge of music. They have well-developed aural skills and good understanding of music's expressive power. They have begun to read staff notation and some Year 3 pupils showed a very good facility in clapping rhythms from the written notes. These pupils can also read simple pitch notation when playing recorders. Year 6 pupils' work on scales shows limited understanding but in one lesson pupils sang a two part round holding the separate parts and maintaining percussion rhythms. In another Year 6 class pupils showed considerable inventiveness in making up calypso rhythms for the same song. Year 4 pupils showed a good sense of pulse when singing on their own to a 'silent' section of a tape. There are several very competent players in the orchestra and flute players in Year 6 are about to take Grade 3 examinations. A violinist and a cellist play confidently and fluently for their age.

120 Although some teachers are less than confident about music there are others who have good musical skills. Several play the guitar or the piano well and these skills liven and enhance lessons making them more attractive for pupils. They also raise the standard of pupils' music making. In one Year 6 class pupils' singing and interest in the song grew noticeably when the teacher began to accompany them on the guitar.

121 Teachers manage pupils very well and lessons move at a good pace, holding pupils' interest. Because pupils behave well and listen their progress is good. Tasks are open ended and pupils of all abilities, including those with special educational needs, can take part to advantage. Pupils' workbooks show this well. One lower attaining pupil's book for example, showed interesting ideas for making up a piece and thoughts on a Minuet to which the class had listened. Teachers organise their time and resources well within lessons. In the Year 3 lesson, for example, the teacher handled well the change to recorder playing and kept pupils busy throughout even though they had to play in turns because they were all in the same small room. Music is mainly well taught and pupils learn across a wide range of musical activities although more composition needs to be built into the scheme. Lessons are planned for the whole of each year group and, whilst this allows a clear programme to be followed consistently, it leaves less room for teachers to adapt it to their own strengths.

122 Accommodation for music is adequate in that the school has a hall and a separate music room. The quality of the accommodation however, is poor. The music room, in a HORSIA hut, is small, hot and stuffy. It is also, importantly, very poor acoustically and therefore difficult to sing in although it does form a good base for instrumental music. The school hall also loses resonance when full and the temporary rooms do not help singing either. Accommodation is a factor in the standard of singing.

123 Instrumental music is strong, as at the time of the last inspection, but singing at the top of the school rather less good. Class music has maintained steady progress. There is still no system of assessment although it is being built into the current revision of the scheme. The school offers pupils good opportunities to make music through extra-curricular clubs and through lively concerts and shows. The music curriculum co-ordinator is new to the school but has interesting ideas to build on the strong leadership music has enjoyed.

PHYSICAL EDUCATION

124 During the inspection it was possible to observe only games and athletics. However, from discussions with staff and pupils, the examination of documents and teachers' records it is clear that the physical education curriculum covers all the areas of the National Curriculum. By the age of 11, pupils attain the standards expected for their age, with a few who attain above this. The range of

extra-curricular sporting activities has improved with the appointment of a new co-ordinator for physical education and clubs are well attended. These include football, netball, hockey coaching and cricket, and pupils have opportunities for coaching sessions with Drifffield Rugby Club. Pupils apply these skills well to improving their performance in lessons. Teams now take part in matches against other schools and the school was successful in a recent tournament that ended in an opportunity to appear at the Millennium Stadium. The pupils in Year 4 learn to swim; most can swim at least 25 metres by the time they transfer to secondary school at the age of 11 and many swim beyond this distance.

125 Teaching is good in many lessons and this ensures that pupils make good progress as they move through the school. By the age of 11 pupils develop sound skills they can apply to formal games. They enjoy the planned activities and respond well to the clear directions of their teachers. In a good athletics lesson, pupils practised standing jumps. They quickly learned to balance, to use their arms to help to propel themselves forward and to make a controlled landing. The teacher raised pupils' self esteem and encouraged them to improve their performance through effective feedback 'I have seen good progress already, look how much further you have jumped'. Pupils built on these skills to link two and then three jumps together. The well taught lesson ensured that pupils responded well and made clear improvements in their technique and distance jumped.

126 Pupils have sound running skills and teachers enhance learning by providing good opportunities for pupils to observe each other and feedback on how they can improve their performance. There is a good balance between direct teaching and opportunities for pupils to practise and refine their skills. This was evident in a Year 4 lesson where the teacher intervened effectively to improve pupils' running techniques, 'Sprinters do not run on the flat part of the foot. Remember, the way Linford Christie has a good rhythm between arm and leg movements as he runs'. Most pupils were able to improve both speed and style and exceed their own targets by the end of the lesson. Year 5 pupils responded enthusiastically to the good teaching in their athletics lesson. The teacher effectively posed problems that enabled pupils to find different ways of taking off and landing as they practised jumping from a standing position.

127 The school has maintained the standards attained in the previous inspection. The co-ordinator has been in post for two terms and manages the subject well. He has worked with staff to identify and meet training needs and this is improving the quality of teaching. The co-ordinator has clear ideas of developing aspects of the subject, such as dance and outdoor activities. He has good links outside of school and this is resulting in a wider range of learning opportunities as pupils take part in sporting events with other schools. For example, Year 6 pupils enjoy using the pitches at the receiving secondary school and playing matches against Year 7 pupils, most of whom they know well as previous pupils of the junior school. The school has adopted recent national guidance and this is providing a consistent framework for teachers' planning and for increasing challenge in skills as pupils move through the school. The school has a large field for games and athletics and this is used well. However, the hall is small; it is long and narrow and although teachers use the space imaginatively it limits indoor games activities.

RELIGIOUS EDUCATION

128 A new Agreed Syllabus for religious education was introduced in 1999. As a consequence, standards cannot be compared with the previous inspection. Pupils in Year 6 have only been taught this syllabus for two years. This also explains why standards by the end of Year 6 only broadly match the expectations of the locally agreed syllabus. However, standards are not high enough for more able pupils. There is little challenge for these pupils in tasks set in lessons. Teachers have low expectations of how well these pupils can show what they have learnt.

129 The religious education curriculum is supported by guidance for teachers, produced by the local education authority, about what should be taught in each year group. Because one teacher in each year takes responsibility for planning lessons for that whole year group, many teachers have not yet got sufficient knowledge and understanding of this guidance. The teachers have insufficient subject knowledge about faiths other than Christianity, particularly Hinduism. These shortcomings impact on the standards, and the quality of teaching and learning.

130 Although there is an appropriate percentage of time allocated for teaching religious education, up to five minutes is sometimes lost at the start of some lessons. For example, when religious education follows English or mathematics, some pupils take longer than others to return to their own classroom. Time is also lost in two classes in Year 5 because the lesson is split into two short sessions, which take place on different days. The teachers spend time reminding pupils what they learnt earlier in the week.

131 In Year 6, pupils have a better knowledge and understanding about Christianity, than Judaism and Hinduism, the two other major faiths taught. They understand that there are some important events in the lives of Christians, such as Baptism and Confirmation. They know that Christians believe Jesus is the Son of God, and they know that Christianity is a worldwide faith. Pupils know about the lives of some important Christians, such as Martin Luther King, and have considered moral issues, such as justice and freedom. They have learnt about some important Jewish and Hindu festivals. However, in a lesson in Year 5, pupils were unable to recall their previous learning about Diwali. In discussion, Year 6 pupils were unsure whether Judaism and Hinduism are practised widely in Britain.

132 Religious education is taught well in Year 3, and in one class in each of Years 5 and 6. At the start of lessons teachers share with pupils what they are expected to learn. As a result, pupils understand what they are expected to do. Where teaching is good, teachers use their knowledge and understanding of the subject to identify clearly what they expect pupils to learn in specific lessons, and to provide activities that promote learning well. In lessons in Year 3, teachers are good role models, sharing with pupils their personal feelings about their own 'special' books. Pupils are learning that what is special to one person may not be the same for someone else, and to respect the views and beliefs of others. All teachers have high expectations of pupils' behaviour, and, where teaching is good, there are equally high expectations of what pupils will do. In a Year 3 lesson, the teacher stressed that pupils were expected to do some writing, and then complete their drawings!

133 Teaching is satisfactory in the majority of lessons. Only one lesson was unsatisfactory where teaching did not match the aims for the lesson. As a result pupils did not know what they were expected to do. Many lost interest when taking turns to read aloud, and a few began behaving immaturely. Pupils were praised, inappropriately, for good drawings. Where some teachers lack sufficient subject knowledge, or knowledge about the expectations of the agreed syllabus, they often compensate for this by using questions well to challenge pupils in discussion. This ensures that the majority of pupils make steady progress in their learning. However, too often, teachers are not using information about what pupils can, or cannot, do in lessons to plan future lessons. As a result, there is often a lack of challenge in activities, particularly for more able pupils. Teachers support lower attaining pupils, including those with special educational needs, in activities, and this ensures they make steady progress. However, too often, pupils of all abilities do the same activity, which frequently involves drawing and colouring in. Pupils do not use their writing skills sufficiently well to show what they have learnt. The quality of marking is variable from class to class. Too often merit points are given for work that is not of a high enough standard. Teachers' comments seldom suggest how pupils can improve their work. Information and communication technology is not used well to support religious education.

134 The recently appointed co-ordinator has attended in-service training and is beginning to give a good lead. Assessment opportunities are highlighted in teachers' planning, and the co-ordinator is beginning to monitor the quality of teachers' assessments. This is an improvement since the last inspection. Resources are good, and they include a variety of artefacts to support teaching. The school visits the local churches and ministers visit some classes, which supports the curriculum well. However, there are no visits or visitors from the other faiths. There are very few displays of pupils' work to support learning in religious education in classrooms or around the school.