

INSPECTION REPORT

ST BARNABAS CE PRIMARY SCHOOL

York

LEA area: York

Unique reference number: 121473

Headteacher: Mrs H Davey

Reporting inspector: Mr I Hocking
1272

Dates of inspection: 20 – 23 March 2000

Inspection number: 192058

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant & Junior
School category:	Voluntary Controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Bright Street Leeman Road York
Postcode:	YO26 4XS
Telephone number:	01904 653323
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Appropriate authority:	Governing Body
Name of chair of governors:	Revd Canon Glyn Webster
Date of previous inspection:	17 February 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr I Hocking	Registered inspector	Design and technology	What sort of school is it?
		Physical education	How well are pupils taught?
		Religious education	How well is the school led and managed?
		Areas of learning for children under five	
		English as an additional language	
Mrs J Garland	Lay inspector	Equal Opportunities	Pupils' attitudes, values and personal development
			How well does the school care for its pupils?
			How well does the school work in partnership with parents?
Mr M Hemmings	Team inspector	English	The school's results and pupils' achievements
		Science	How good are the curricular and other opportunities offered to pupils?
		Art	
		Music	
Mr D Simpkin	Team inspector	Special educational needs	
		Mathematics	
		Information technology	
		Geography	
		History	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is accommodated in a two storey building which is now over 120 years old. Currently, there are 116 pupils (58 boys and 58 girls) aged 4 to 11 on roll. At the time of the inspection 6 pupils were aged under five. The proportion of pupils (21%) registered to receive school meals free of charge is broadly in line with the national average. On entry to the school the majority of pupils have well below average levels of skill in reading, speaking and listening. Pupils' personal, social, physical and number skills are below average on entry to the school. The school has identified 29% of pupils as having special educational needs of whom 1% have a statement. This proportion of pupils with special educational needs is above average. The vast majority (97%) of pupils come from homes where English is the first language. Five pupils come from homes where English is not the predominant language spoken, this proportion is slightly higher than average.

HOW GOOD THE SCHOOL IS

The school is providing a satisfactory and effective academic education for its pupils. The strengths of the school outweigh its weaknesses. Pupils reach the required standards in English, mathematics, science and religious education. Standards in information and communications technology (ICT), are below that expected nationally. The attitudes and behaviour of a significant minority of pupils are unsatisfactory despite good teaching in most lessons. Leadership and management of the school is satisfactory. The school provides satisfactory value for money.

What the school does well

- There is good teamwork, especially between the headteacher and deputy headteacher.
- The school ensures that its funds are spent on its priority areas.
- Teaching is good in most lessons, especially for pupils aged 4 to 7.
- It provides a good level of staffing for the pupils in the reception/Year 1 class.
- Provision for children aged under five is a strength of the school.
- The staff work hard in order to try to overcome obvious difficulties imposed by the limited size and age of the premises.

What could be improved

- Pupils' attitudes, behaviour and skills of independence.
- Standards in information and communications technology.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Satisfactory improvement has been made since the last inspection in February 1997. The school has successfully addressed all the Key Issues identified for action in the last report. In particular the school has undergone the great deal of improvement needed to remove the health and safety issues reported previously. The weak standards identified in Year 5/6 have been improved but standards dipped significantly in Year 2 in the last 2 years; mainly due to an unsatisfactory teaching situation. This has now been addressed and the need for the high use of short term supply teachers in 1998 and 1999 has now been overcome. Teaching across the school has been improved. The last inspection judged that pupils had insufficient opportunities to use computers. This position remains an issue and is impeding learning in 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
	1997	1998	1999	1999
English	D	C	D	C
mathematics	E	C	D	C
science	D	D	B	A

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

Standards seen during the inspection, in the above subjects indicate that pupils are on line to reach the nationally expected levels for 7 year olds and 11 year olds. This represents a substantial improvement for 7 year olds, whose performance in national tests last year was well below average. Results in national tests for 11 year olds were close to the realistic targets set by the school. Considering the attainment of pupils when they first begin school, these results are satisfactory. Standards attained by 7 year-olds and 11 year-olds in religious education meet those specified in the locally agreed syllabus. However, in ICT, pupils do not have the range of skills, knowledge and understanding required for the subject and therefore, standards are below the national expectation.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Unsatisfactory: many pupils respond in an immature way. They often need to be asked several times to comply with the teachers' instructions.
Behaviour, in and out of classrooms	Unsatisfactory: a significant minority behave inappropriately and do not respond sufficiently well to the rewards and sanctions offered. A very small number of pupils are very disruptive and occasionally defiant. Movement around the school is noisy.
Personal development and relationships	Unsatisfactory: a significant number of pupils show a lack of personal responsibility and show little understanding of right from wrong. Relationships are often unsatisfactory.
Attendance	Satisfactory: in line with the national average.

TEACHING AND LEARNING

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

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 in English and mathematics is at least satisfactory throughout the school. The National Literacy and Numeracy Strategies are having a positive impact on teaching and learning. Pupils' skills in reading, spelling and mental arithmetic are improving. Teachers' subject knowledge in ICT is insecure. Positive features of teaching include, good quality lesson plans which ensure that the needs of all pupils are met, teachers' clear explanations and good questioning used effectively to promote pupils' confidence and understanding. Teachers often are frustrated in their teaching by repeatedly having to insist on pupils giving their full attention. In 98% of lessons teaching is at least satisfactory. In 50% of lessons teaching is good and in a further 8% it is very good. Teaching is predominantly good (ie in 8 out of 10 lessons) for pupils aged 4 to 7; and in over a third of lessons for pupils aged 7 to 11, teaching is good. The best teaching was seen in Reception and in the Year 4/5 class.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Unsatisfactory: pupils have insufficient opportunity to use ICT. Provision for ICT does not meet the statutory requirements of the National Curriculum.
Provision for pupils with special educational needs	Satisfactory: younger pupils receive good support because of the availability of additional staffing. Older pupils with special educational needs receive only satisfactory support in their learning because additional adults are not available to assist them.
Provision for pupils with English as an additional language	Good: pupils are given good support in their learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' spiritual and cultural development is satisfactory. Collective acts of worship make a good contribution to pupils' spiritual development. Unsatisfactory provision is made for pupils' social and moral development.
How well the school cares for its pupils	Satisfactory: there are effective procedures for child protection and for ensuring pupils' welfare. Procedures for monitoring and promoting good behaviour and personal development are unsatisfactory.

The school has a satisfactory partnership with parents. Parents feel welcome in the school and a few provide valued and valuable support for pupils' learning, for example, in the Reception/Year 1 class, the Year1/2 class and in assisting with swimming and other aspects of sport. The PTA raises money to support the school's work. The school makes appropriate provision of work for pupils to do at home.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory: the headteacher and deputy headteacher provide clear educational direction. The headteacher sets a very good example in her teaching but has insufficient time to monitor some aspects of the school's performance, especially pupils' behaviour.
How well the governors fulfil their responsibilities	Satisfactory: governors are appropriately involved in shaping the direction of the school and fulfil their responsibilities through an effective structure of committees. They are not fulfilling their statutory responsibilities to provide the National Curriculum requirements in ICT.
The school's evaluation of its performance	Satisfactory: the school has effective systems for checking its academic performance, especially in English and mathematics.
The strategic use of resources	Good: the school has spent money on the areas it has chosen as priorities for improvement. Resources are targeted at appropriate areas and the school applies principles of best value when spending money.

Staffing is adequate but the teaching duties of the headteacher are limiting her time to check up on and improve pupils' behaviour. Resources are satisfactory, apart from ICT where they are poor. Accommodation is poor, despite the improvements made and severely limits pupils' learning, especially in physical education.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school, and make good progress • Teaching is good. • Parents feel comfortable about approaching school. 	<ul style="list-style-type: none"> • The work children are asked to do at home.

Inspectors share the positive views expressed by parents. A very small number of parents (7) expressed concern about work children are required to complete at home. However, parents were fully consulted in the recent formation of a homework policy. Inspectors judge that the school is making appropriate provision for homework.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

- 1 The results of the 1999 National Curriculum tests for 11-year olds were below the national average in English and mathematics and above average in science. Over the last three years results have fluctuated but shown an overall improvement, especially in science. Results in English declined in 1999. However, to use these results in isolation to judge standards would only give a partial picture of the school's performance. The small cohort (usually 15 or 16) that took the tests make comparisons somewhat unreliable. In comparison with similar schools in 1999, pupils' performance was average in English and mathematics and well above average in science. The attainment of pupils currently in Year 6 is in line with the national expectations in English, mathematics and science, which means that the school is on line to meet the suitably challenging targets that it has set for the current year.
- 2 The results of the 1999 National Curriculum tests for 7-year-olds were well below the national average in reading and mathematics and very low (in the bottom 5% nationally) in writing. Since 1997 standards have been declining and this is especially noticeable in writing. In comparison with similar schools pupils' performance in the tests is also well below average in reading and mathematics and very low in writing. The main reason for these poor results has been the unstable staffing provision in Year 2 that has resulted in this class being taught by an unusually high number of temporary supply teachers. Teacher assessments for science indicate that pupils' performance was well above average in all aspects of the subject except for experimental and investigative science in which it was below average. Since the 1999 tests the staffing position has been stabilised and the attainment of the majority of pupils currently in Year 2 is in line with the national expectations in reading, writing, mathematics and science. This represents good achievement for these pupils.
- 3 In information and communication technology pupils are attaining below the national expectation in both key stages. The school does not meet the statutory requirement to teach the subject and pupils do not have access to the full range of activities in the Programmes of Study, nor do they have enough time on computers to develop their skills.
- 4 In religious education the attainment of the majority of pupils at the end of both key stages is in line with the expectations of the Locally Agreed Syllabus for this subject.
- 5 In Key Stage 1 there is not enough evidence to make a secure judgement on the standards in other subjects apart from in design and technology where the expected standards are met. In Key Stage 2 pupils achieve the expected standards in design and technology and music but there is insufficient evidence on which to judge standards in art, history, geography and physical education.
- 6 A common weakness in all subjects is the limited application of information technology by pupils to enhance their work. There is also limited opportunity for pupils to demonstrate initiative and take some responsibility for their own work, as for example in research and investigative activities.
- 7 Effective use is made of literacy skills in science, especially in Key Stage 2, for pupils to present their findings. In the limited amount of work available to be seen in religious education,

history and geography it is evident that there is satisfactory use made of literacy skills to record work. The listening skills of most pupils are poor and this hinders their progress in lessons when teachers have to repeat instructions or interrupt activities to ensure pupils have listened carefully and understand what they have to do.

- 8 Numeracy skills are used well in science to make a variety of measurements, as was seen in a Year 6 lesson in which pupils were taking thermometer readings during an investigation into thermal insulation. In geography and physical education the positional and directional language of mathematics is reinforced and in design technology there is good use made of pupils' measuring skills. There are lost opportunities to use information and communication technology to handle data, especially in science in Key Stage 2.
- 9 When children start school their personal and academic standards are below that expected for their age, especially in language and physical development. This is confirmed by an analysis of the initial assessments carried out in the reception class. During their time in the reception class, they make good progress and the majority are able to meet the early learning goals for five-year-olds in the six areas of learning by the time they enter Year 1. The good quality teaching that they receive enables them to achieve well during this period, especially in the acquisition of suitable language skills.
- 10 As they pass through both key stages, pupils make good progress in English and pupils of differing attainment achieve to their full potential in most aspects of the subject. This is especially the case in reading in which the guided reading sessions are having a positive effect on the achievement of all pupils. However, the poor library provision means that pupils are not able to develop their independent research skills to locate information using contents and index pages in non-fiction and reference texts. Pupils can write in a variety of forms across the curriculum and standards of handwriting and spelling are satisfactory. The pupils make good progress in their language skills and, as a result, oracy standards are average with pupils being able to express their ideas clearly in class discussions.
- 11 Pupils make good progress in mathematics in Key Stage 1 and satisfactory progress in Key Stage 2. They have satisfactory skills in written computation and at the end of Key Stage 2 show a sound recall of multiplication facts. Pupils are less effective in their ability to mentally manipulate number and explain the methods used in an appropriate way.
- 12 In science, when pupils start Year 1, they engage in a good range of practical tasks that help to develop their knowledge and understanding. By the time they are aged 7, the pupils have made good progress in developing their skills to record their findings in a variety of ways. As they pass through Key Stage 2, pupils make satisfactory progress in the skills of carrying out investigations and by the age of 11 they are able to carry out a satisfactory fair test.
- 13 In information and communication technology all pupils are underachieving and making unsatisfactory progress throughout both key stages. Pupils do not show confidence when using computers and cannot use appropriate technological language to talk about what they are doing.
- 14 Pupils with special educational needs in Key Stage 1 make good progress towards the targets on their individual education plans. They achieve well due to the good extra support that they receive in classrooms. In Key Stage 2, the pupils with special educational needs do not receive as much extra support but most make satisfactory progress. However, the attitudes to work of a significant minority of pupils with behavioural problems, in Year 3, means that they make

unsatisfactory progress in their learning and do not achieve to their potential. There are no significant variations in the attainment of pupils of different gender, background or ethnicity.

Pupils' attitudes, values and personal development

- 15 Attitudes to school are generally unsatisfactory. Although parents say that their children are happy to come to school, when pupils are in school many of them show an unacceptable level of inattention. A significant minority of pupils are poorly behaved and disruptive. Their poor attitudes slows down the lesson and the amount of learning that pupils are able to do.
- 16 Pupils respond better when they are engaged in practical tasks, such as science experiments but many boys and girls find it very difficult to sit quietly and pay attention during literacy hour sessions and in assemblies.
- 17 Pupils from different ethnic backgrounds play together in a satisfactory way in the playground. Any incidents of oppressive behaviour are dealt with appropriately by teachers. The few parents who replied to the questionnaire said this was dealt with in an acceptable way.
- 18 Pupils are often not aware of the impact of their actions on others, and there are frequent instances of disruptive pupils having a negative effect on others in the class. Even in older classes, inattentive pupils can sometimes distract the attention of the better behaved and lessen the concentration of the class as a whole. There have been no exclusions in recent years.
- 19 There is little scope during their time in school for pupils to take on responsibility or to be made accountable for their actions. Older pupils have only routine tasks in assemblies and there is no method of consulting pupils and involving them to take a more responsible role in school.
- 20 As a result relationships are unsatisfactory, with instances of bad manners, pushing in corridors and disrespect for teachers routinely displayed especially when moving around school.
- 21 Attendance is satisfactory, at around the national average, and there are few late comers.

HOW WELL ARE PUPILS TAUGHT?

- 22 Overall the quality of teaching is good. In 98 percent of lessons teaching is at least satisfactory. In almost 60 percent of these lessons teaching is at least good. In three of these lessons it is very good. Teaching of the pupils aged under five is consistently good and in half the lessons very good. Teaching in the lessons for those aged five to seven is good in two out of three lessons and always at least satisfactory. Teaching of pupils aged seven to eleven is satisfactory overall and in almost half of lessons there is good teaching. There has been a significant improvement in teaching since the last inspection. The amount of unsatisfactory teaching has been reduced and the amount of good teaching has increased.
- 23 The teaching of pupils aged under five is at least good in all the areas of learning in which teaching was observed. In Years 1 and 2, teaching is good in English, mathematics, science, religious education and geography. Teaching in Years 3 to 6 is good in English and religious education and satisfactory in mathematics, science and music.

- 24 Throughout the school, teaching is unsatisfactory in information and communication technology (ICT) mainly because insufficient opportunities are presented to pupils to use computers. Teachers' insecure subject knowledge contributes to a lack of confidence in the teaching of ICT. As a result, pupils are not learning the relevant skills and gaining the knowledge and understanding required by the National Curriculum. In both key stages, insufficient lessons were observed to enable secure judgements to be made about the teaching of design and technology, history, art and physical education. Similarly, no judgment is made about the teaching of geography in Key Stage 2 and music in Key Stage 1.
- 25 Teaching of the pupils aged under 5 is shared between the headteacher and another teacher. This effective arrangement results from good levels of collaboration between the two teachers and the non-teaching assistant, whose very good support contributes significantly to pupils' learning. Planning is shared and teaching is well prepared, making good use of resources. A notable feature of this successful teaching is the high emphasis that is justifiably given to the development of pupils' literacy skills, especially in the development of their vocabulary. Pupil behaviour is managed effectively, though it is evident that considerable effort is required to encourage some pupils to concentrate and listen. Warm relationships between the staff, voluntary helpers and pupils contribute to effective class control.
- 26 In Key Stage 1 and 2 the basic skills of literacy and numeracy are taught well. The teacher's successful delivery of the National Literacy and Numeracy strategies is enabling pupils to make good gains in most aspects of literacy and numeracy. However, pupils often need to be reminded to listen carefully to what is being said and the teacher's level of influence in this aspect of pupils' learning is variable. Teachers in Key Stage 1 and in Years 4/5 have less difficulty, not least because pupils in these classes have better attitudes to learning. Management of pupils and the effectiveness of the teaching methods are more effective in Key Stage 1 than in Key Stage 2. However, a notable exception in Key Stage 2 is that of a Year 4/5 religious education lesson, in which there was very good teaching, the teacher was able to maintain pupils' attention through her interesting delivery of her knowledge of the Gospel writers. She presented a very clear analogy that enabled pupils to deepen their understanding. The one lesson in which teaching was unsatisfactory occurred in Year 6 when the teacher was attempting to teach practical design and technology skills. Too many pupils were involved in using tools for the teaching to be effective.
- 27 In the vast majority of lessons throughout the school, teachers present work at levels that is appropriately matched to pupils' prior attainment and therefore enables them to build on what they already can do, know and understand. The teachers' strategies for managing pupil behaviour are not consistent through the school and, for some pupils, the strategies currently being deployed are not sufficiently effective in arresting inappropriate and, in a few cases, poor behaviour. In most lessons, pupils' inappropriate behaviour is effectively managed by teachers' concerted efforts, warm relationships and teachers' good knowledge of individual pupils' needs. However, despite the best efforts of the teachers in preparing interesting material and appropriate tasks a large proportion of pupils have unsatisfactory attitudes. In a few lessons, for example in a physical education lesson in Year 3 and in a religious education lesson in Years 5/6 the poor behaviour of two or three pupils seriously disrupted learning. The school has already begun to tackle this issue, for example, by involving specialist staff from the Local Education Authority but, nevertheless, it needs to review its policy and practice for dealing with such instances.
- 28 Teaching is satisfactory for pupils with Special Educational Needs (SEN) and for those for whom English is an additional language. All teachers are aware of the needs of these pupils

and most planning takes this into account. Teachers respond sensitively and appropriately to the academic needs of pupils with SEN but are less consistent in their approach to pupils with demanding behavioural needs.

- 29 Homework is set appropriately in line with the recently introduced school policy.

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

- 30 The curriculum that the school provides for the children aged under five is good and includes all the areas of learning and experience expected for this age group. There is a great deal of emphasis placed on the teaching of initial language skills and this enables the children to make very good progress in this aspect of their learning. The school also promotes the children's personal, social and emotional development that allows them to grow in confidence and to quickly settle into everyday routines. The children are well prepared for the Programmes of Study of the National Curriculum as they enter Key Stage 1.
- 31 The curriculum that the school provides for pupils in Key Stages 1 and 2 is unsatisfactory as it fails to meet the statutory requirements to teach information and communication technology. As a result, pupils are not given the opportunity to develop their knowledge, understanding and skills in many important aspects of this subject. The school does meet the requirements of the Locally Agreed Syllabus for religious education. The previous inspection report indicated that curriculum planning was underdeveloped and a key issue was to improve this to more effectively support pupils' learning throughout the school. This issue has been successfully addressed and there is now a satisfactory whole-school approach to curriculum planning. This means that teachers are able to give their pupils work that builds sufficiently on previous work and takes suitable account of learning that is to be covered in the next class. The school is implementing the National Literacy and Numeracy Strategies in a satisfactory way that is beginning to have a positive effect on the standards attained by pupils, especially in reading and writing. There has been suitable additional time devoted to literacy and numeracy and the school has been successful in maintaining pupils' experience of other subjects, apart from information and communication technology. The school suitably supports aspects of the pupils' physical and personal and social development. There is appropriate provision for sex education, taught in a sensitive and supportive manner, that emphasises the importance of family relationships, and also for the teaching of an awareness of the dangers of the misuse of drugs. The opportunities for learning in health education are satisfactory and are planned within the science curriculum.
- 32 The provision for pupils with special educational needs is satisfactory and the Code of Practice is fully implemented. Pupils with special educational needs in Key Stage 1 make good progress towards the targets on their individual education plans, due to the good support that they receive in classrooms. Progress is satisfactory for those pupils in Key Stage 2 with special educational needs. Pupils are supported by clearly written and appropriate individual education plans that identify realistic and manageable steps to be taken to meet targets.. The school is successful in ensuring that all pupils have equality of access to the curriculum.
- 33 There is satisfactory provision for extra curricular activities that include football, recorders and choir. The school gives pupils opportunity to take part in a variety of educational visits that enrich the curriculum and provide further significant learning experiences for pupils. Visits

include a residential week for pupils in Years 4, 5 and 6 to an activity centre in Todmorden. The school also makes good use of the local environment to enhance the pupils' work in science and geography. This was evident in a science activity when pupils in reception and Year 1 went out to look at nearby houses to find out about the different materials that are used to make them.

- 34 The school has made effective links with the community and these make a satisfactory contribution to pupils' learning. A good example of this was seen when a local resident visited Year 3 to talk about the 2nd World War, to enhance pupils' work in history. There are close links with the church and York Minster that effectively support the pupils' spiritual development. There are also satisfactory links with the local secondary schools that ensures that pupils are well prepared for the next stage of their education.
- 35 Provision for pupils' spiritual development is satisfactory. The religious education curriculum and the daily act of worship, provide the main contributions to spiritual development. However, development in this aspect of pupils' experience is not as successful as it might be because of the distracting behaviour exhibited by a significant minority of pupils during the course of the assemblies. The collective act of worship fully meets the legal requirements. It features hymns and a prayer and is enhanced by the provision of a candle to serve as a focal point during assemblies.
- 36 Moral development is generally unsatisfactory. Teachers do take time to explain and discuss with pupils the consequences of inappropriate actions. However, the school is not presently succeeding in helping some pupils to know the difference between right and wrong. A significant minority of pupils act in a manner that is unacceptable. Social development likewise is unsatisfactory. There are promising features, such as the lunchtime arrangements, which have improved since the last inspection. By staggering the sittings, the noise level is greatly reduced and in inspection week a pleasant atmosphere was created by the lunchtime staff allowing pupils to sit and have a picnic packed lunch on blankets in the playground. However, pupils are not routinely advised that they should observe even rudimentary politeness to each other, saying please and thank you and avoiding pushing each other when moving around the school. Similarly, the lack of a structured personal and social education programme means that there is little discussion of responsibility or how to approach social problems or dilemmas. The residential experience is a very positive feature of provision for social development.
- 37 Provision for cultural development is satisfactory. It is aided by York's live arts scheme, where musicians and drama groups come into school and by a range of music teaching by peripatetic instructors. However, there is scope for a more multicultural development, in addition to that provided in religious education, to foster tolerance and knowledge of cultures represented in modern day Britain.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 38 Child protection and welfare arrangements are satisfactory. The headteacher is fully trained in child protection procedures. There has been little training for other staff, but the named person has produced satisfactory booklets to explain procedures for teaching and non-teaching staff.
- 39 The monitoring of pupils' personal development is unsatisfactory, with a significant minority of pupils leaving school with few social skills and unacceptable levels of general behaviour. Personal and social education is not delivered systematically throughout the school except for

topics relating to health and sex education for older children. There are missed opportunities to build on the good results which are beginning to be seen from the techniques employed in circle time in Year 3, led by an outside specialist in behaviour management. These have not yet been taken on board throughout school to raise pupils' confidence and modify their behaviour and relations with each other. The school makes good provision for the care of pupils before and after the school day.

- 40 Health and safety concerns that were raised at the last inspection have been fully addressed. The building is now secure and there are better supervisory arrangements to deal with poor aspects of accommodation which are evident in this old school.
- 41 Procedures for monitoring attendance are satisfactory.
- 42 The systems for assessing and monitoring individual pupil's attainment and the progress that they make as they pass through the school are unsatisfactory. Apart from good quality reading records, there are no formal record keeping systems in place, to track pupils' progress. As a result, teachers and support staff do not have a clear overview of their pupils' academic development. The school is beginning to use its analysis of end of key stage tests to set targets for improvement in English, mathematics and science for groups and individual pupils. Assessment information for pupils with special educational needs is used in a satisfactory way to plan future work. Baseline assessment is in place and the information from these assessments is used effectively to plan subsequent learning experiences. The school does not yet have collections of pupils' work to serve as exemplars of the required standards in the core subjects and as result there are inconsistencies between classes of the standards expected of pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 43 There was a very small return of questionnaires before the inspection but from those returned it is clear that parents feel welcome to come to school and feel free to approach the head teacher with any queries or worries.
- 44 The parents who help in school provide a valuable service and some of them have taken courses to assist them in this role. Likewise the parent/teachers organisation provides welcome funds for school.
- 45 Parents have taken part in drawing up and modifying the home school agreement, and in particular the homework element of the agreement. Despite this consultation a few parents still expressed dissatisfaction with homework arrangements. The inspection team judge that the school is now making appropriate provision.
- 46 Some parents state that they would like to receive information sooner about how their children are progressing, especially those who have started this year in reception and parents of children in Year 1. Although there are three consultations scheduled in the year, only one had taken place at the very beginning of the year and some parents were understandably anxious to know how their children were getting on.
- 47 Annual reports to parents contain some target setting, and although these targets are largely related to behaviour, they show a sound way of sharing information with parents and providing tips about how they can help their children at home. In best practice, the reports provide clear

guidance as to what pupils are learning, their rate of progress and what they need to do to improve.

48 Overall, the partnership with parents is satisfactory.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49 Leadership and management of the school is satisfactory. The head teacher and deputy head teacher provide clear educational direction. The head teacher sets a very good example in her teaching but has insufficient time to monitor some aspects of the school's performance, especially pupils' behaviour. She is a very good teacher whose commitment to pupils is clearly evident in her leadership and in her teaching.

50 Despite having a substantial teaching commitment, the headteacher successfully manages her time in order to fulfil most of the duties required of her. She sets an appropriate example by her very good teaching and is committed to pupils' academic development and personal growth. The very good support provided by the deputy headteacher contributes both to the day-to-day running of the school and to its long-term development. He too is successful in managing many key areas of the school's work. Duties have been distributed appropriately amongst the staff, all of who are highly committed and hardworking. Discussions held each term between the headteacher and staff provides an appropriate opportunity for discussing future areas of development and for monitoring the work of co-ordinators.

51 The leadership of the school has been successful in promoting the satisfactory progress that has been made since the last inspection, especially in improving the standards of pupils' work and the quality of teaching. Good leadership by the co-ordinators of English and mathematics has been instrumental in successfully implementing the National Strategies for literacy and numeracy.

52 The governing body is effective in fulfilling all of its statutory responsibilities apart from providing for ICT where National Curriculum requirements are not being met. Governors have an appropriate structure of committees and keep each other fully informed of decisions taken. More than one-third of the governors, including the chair of governors, are new to their role but they are rapidly becoming involved and informed about the duties expected of them. Governors are kept well informed by the headteacher and a few of them visit the school on a frequent basis. Therefore, both formally and informally, governors have a satisfactory understanding of the strengths and weaknesses of the school.

53 Overall, the school's systems for monitoring and evaluating its performance are satisfactory. The headteacher and deputy headteacher are aware of strengths and weaknesses in performance. The school has satisfactory procedures for monitoring, evaluating and developing the quality of teaching. In particular, the teaching of literacy and numeracy has been suitably monitored by the subject co-ordinators and this has led to the school improving its teaching of reading, writing and mental mathematics. This is beginning to have a positive impact on standards.

54 Systems for monitoring and promoting good behaviour are at present inadequate due to the heavy teaching demands placed upon the headteacher and deputy headteacher. There is an urgent need to address this aspect of management in order to bring about the necessary

improvements in pupils' attitudes and greater consistency in the ways inappropriate and poor behaviour are managed.

- 55 The management of special educational needs (SEN) is good. The headteacher is the coordinator for SEN. She has a good working knowledge of the Code of Practice and ensures the SEN register is kept updated. She involves parents and outside agencies appropriately to support the learning of the pupils on the register. Resources are strategically and effectively targeted at the younger children and in lower Key Stage 2. This also includes meeting the specific needs of one pupil who has a statement.
- 56 The school makes good strategic use of its available resources. In particular, governors have targeted money towards those areas identified for improvement, in the school development plan. The good quality school development plan makes clear the areas of priority and the resource costs. Decisions taken in setting the budgets are appropriately taken in relation to the educational priorities. For example, in providing a relatively high ratio of adults to pupils in the reception class the school is able to provide a good level of support for pupils' learning, to overcome the low levels of attainment of pupils when they begin school. Similarly, the school has provided for a relatively small and single aged class of Year 3 pupils in order to provide specific teaching expertise where it is most needed.
- 57 Appropriate use is made of specific grants and additional funding, for example, for those pupils with English as an additional language are given specialised support where necessary.
- 58 Staff levels are adequate and all are suitably deployed to promote pupils' learning. Most of the teachers are experienced and they offer good levels of support to each other. Non-teaching assistants contribute significantly to the learning and progress made by the younger pupils. Resources are satisfactory in most areas of provision, apart from ICT where they are poor, and in religious education where the range of artefacts is presently unsatisfactory.
- 59 Governors have done all in their power to improve the poor state of the premises and outdoor facilities. All the health and safety issues identified at the previous inspection have been addressed. However, despite these improvements, the premises remain poor especially in terms of provision for physical education and for play. Difficulties are presented to teachers by the limitations of the building. For example, on occasion noise from adjacent classrooms penetrates the thin partitions and intrudes upon learning. Teachers nevertheless work hard to brighten up the walls by attractive displays. The building is kept remarkably clean despite its age and unusual features.
- 60 Resources are bought by applying the principles of best value and staff make effective use of all the resources with the exception of ICT equipment that is currently under-used.
- 61 The school has made satisfactory progress in addressing all of the key issues of the last inspection. However, in order to continue to move forward there is an urgent need to improve pupils' attitudes and behaviour.
- 62 Given the relatively high income it receives and taking into account the good teaching and the progress made by pupils and the average standards attained, the school is providing satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63 In order to raise standards and to bring about the necessary improvement in pupils' attitudes and behaviour the head teacher, staff and governors should:

1. Improve the procedures for promoting and monitoring pupils' attitudes, behaviour and independence by:
 - Providing more time for the headteacher to take a greater lead; (Paragraph 49, 54)
 - Ensuring that there is an effective whole-school approach to behaviour management; (Paragraph 26)
 - Presenting greater opportunities for pupils to learn the principles which help them know and understand the difference between right and wrong and to develop their personal relationships and good manners, for example by increasing the use of circle time; (Paragraph 36)
 - Provide pupils with much more opportunity to develop responsible attitudes and independence (Paragraph 19)

2. Improve standards in information and communication technology by:
 - Ensuring that National Curriculum requirements are fully met; (Paragraph 114)
 - Improving the quality of hardware and software available to pupils; (Paragraph 114)
 - Improving the quality of teaching by improving teachers' subject knowledge; (Paragraph 120)
 - Providing pupils with greater opportunities to use computers, within ICT, and in other subjects. (Paragraph 118)

The school had already identified each aspect of Key Issue 2 amongst its priorities for development.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	40
Number of discussions with staff, governors, other adults and pupils	21

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
)%	8%	48%	42%	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	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		116
Number of full-time pupils eligible for free school meals		24

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		34

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	16

Attendance

Authorised absence

	%
School data	5.0
National comparative data	5.4

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	15	6	21

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	10	12
	Girls	5	5	6
	Total	16	15	18
Percentage of pupils at NC level 2 or above	School	76 (67)	71 (78)	86 (78)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	11	15
	Girls	5	5	6
	Total	16	16	21
Percentage of pupils at NC level 2 or above	School	76 (73)	76 (73)	100 (78)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	7	9	16

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	5	6
	Girls	7	6	8
	Total	11	11	14
Percentage of pupils at NC level 4 or above	School	69 (73)	69 (64)	88 (73)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	6	6
	Girls	7	5	6
	Total	11	11	12
Percentage of pupils at NC level 4 or above	School	69 (63)	69 (72)	75 (72)
	National	68 (65)	69 (65)	75 (71)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	1
Chinese	
White	102
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	5.7
Number of pupils per qualified teacher	20.4
Average class size	23.2

Education support staff: YR– Y6

Total number of education support staff	2
Total aggregate hours worked per week	42

Qualified teachers and support staff: nursery

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

Total number of education support staff	[]
Total aggregate hours worked per week	[]

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

Financial information

Financial year	1998/9
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	£
Total income	240801.00
Total expenditure	237282.00
Expenditure per pupil	1732.00
Balance brought forward from previous year	26154.00
Balance carried forward to next year	29673.00

Results of the survey of parents and carers

Questionnaire return rate 12%

Number of questionnaires sent out	116
Number of questionnaires returned	14

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	36	64	0	0	0
My child is making good progress in school.	36	50	7	7	0
Behaviour in the school is good.	7	71	14	7	0
My child gets the right amount of work to do at home.	7	43	50	0	0
The teaching is good.	21	71	7	0	0
I am kept well informed about how my child is getting on.	36	43	21	0	0
I would feel comfortable about approaching the school with questions or a problem.	57	36	7	0	0
The school expects my child to work hard and achieve his or her best.	36	43	21	0	0
The school works closely with parents.	50	21	29	0	0
The school is well led and managed.	29	50	14	7	0
The school is helping my child become mature and responsible.	21	64	7	0	7
The school provides an interesting range of activities outside lessons.	0	50	29	14	7

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

- 64 Pupils aged under five are prepared well for entry into Key Stage 1. The school provides a caring and stimulating environment for pupils. A range of first-hand experiences and well-chosen activities are offered within a broad and balanced curriculum that covers the required areas of learning and provides a smooth transition to the National Curriculum in Key Stage 1.
- 65 Most pupils have well below the expected levels of attainment upon entry to the reception class in the key areas of language and physical development. In all other areas of development, pupils' attainment on entry is below that anticipated for four year-olds. By the time pupils are ready to transfer to Key Stage 1 almost all have reached the standards expected for five-year-olds in language and literacy, mathematics and other areas of learning. However, a significant minority have not reached the expected level.
- 66 Pupils aged under five are making good progress in **language and literacy development** and the majority are on course to meet the expected levels by the time they enter Key Stage 1. They listen to stories reasonably attentively, both in large and small groups. However, the teacher has to work hard to sustain the attention of a few of the pupils. As a result of very good teaching and the strong emphasis given to improving pupils' language skills, pupils improve significantly on their initial vocabulary and develop increasing confidence to express their thoughts orally. In most cases, pupils' speaking and listening skills are in line with expectation. Reading and writing skills are established quickly and many pupils are beginning to read accurately from their reading books. The use of ICT is a motivating factor, which contributes to pupils' success in reading. Almost all pupils develop a familiarity with and love of books and are beginning to express their ideas and opinions about the stories they meet. Many pupils use pictures, symbols and familiar words appropriately. A few higher attainers are able to make effective use of word walls to write and spell accurately simple words and short sentences such as, "I went to the seaside". Others, who are not yet at this stage of independence, copy under the teacher's writing.
- 67 As a result of very good teaching, pupils are making good progress in **mathematical development** and are on course to meet expectations. They know the names of 2D shapes, for example, triangle, square and circle. Most pupils are able to recognise numerals up to six and can count reliably to 12. Through practical playing of a number game, they are beginning to gain an understanding of equal amounts and can distinguish between the number in one set of counters from another.
- 68 Pupils are making good progress and most attain expected levels in their **knowledge and understanding of the world**. For example, following some very good teaching, pupils were able to identify roads and rivers on a large map of their locality. They are able to recognise the shops and houses and locate these correctly within a map. They successfully use skills of joining together when using construction equipment. Pupils are able to successfully operate a "mouse" when using computers.
- 69 Pupils make satisfactory progress in **physical development**, especially in the skills of fine motor control. They make good progress in developing their skills with writing tools, especially pencil control, and in painting, as seen in their observational drawings of spring flowers, such

as daffodils and hyacinths. Pupils can cut, fold and join materials to make moving “jaws”. Many pupils are able to control technological equipment such as a tape recorder and the computer “mouse”. However, progress in physical movement is barely satisfactory due to the poor facilities for play. As a result, some pupils still have relatively poor co-ordination when running. They listen well and follow instructions promptly and behave safely within physical education lessons.

- 70 No observations were made of teaching within the **creative and aesthetic area of learning**. However, from the available evidence it is clear that pupils are given suitable opportunities to develop these skills, especially within painting and drawing activities. The headteacher is able, through personal expertise, to set a good example when leading singing.
- 71 Children make satisfactory progress and most attain the expected levels in their **personal and social development**. Teaching is good, pupils are encouraged to communicate with others, in a variety of contexts including whole class sessions, and in more intimate groupings such as when playing a number game. Relationships amongst the children and between children and the adults are good. They show increasing confidence when answering questions such as "who has the most counters?" In playing, children co-operate well with their peers, taking turns as necessary, for example when passing a ball from one to another in the hall. They follow instructions and readily comply with class rules. When working alone, or in large groups, they behave well and most sustain concentration. Almost all pupils manage independently to change their clothing before and after physical education lessons. Pupils carefully use school resources such as books and materials. During acts of prayer, children are reverent and participate appropriately.
- 72 The good quality teaching that the children receive encourages them to develop academically, spiritually, personally and socially. The quality of teaching is good in most lessons and sometimes very good. Teaching of language and mathematics are particularly strong and result in pupils making good progress in these areas of learning. Teaching is purposeful and has clear learning outcomes. Lessons are very well planned for the needs of individual children and often imaginative. Resources, both human and material are used to maximum effect. Thorough initial assessments are made and the information gained is frequently updated to ensure that future learning is progressive. A key characteristic of the teaching of the pupils aged under five is the collaborative working of the two teachers with the non-teaching assistant, who provides very good support. Their impressive teamwork ensures consistent approach to the teaching and welfare of the pupils. Warm relationships are evident. There is a happy atmosphere, which helps pupils to develop in all areas of learning. The quality of liaison between home and school is good and encourages the valuable support of parents. Pupils benefit greatly, especially in language development, from the small groupings made possible by the number of adults present in the classroom.
- 73 Resources are satisfactory especially for English and mathematics. The school has rightly identified the need for more large outdoor play equipment. All resources are well organised and accessible to children. The classroom is also well organised and is enhanced by good quality displays.
- 74 Co-ordination of the provision for under-fives is good. The experience, expertise and enthusiasm of the coordinator contribute to the smooth running of the reception class. Provision for children aged under five is a strength of the school.

ENGLISH

- 75 The results of the 1999 National Curriculum tests for 11-year olds were below the national average. Over the last three years standards have fluctuated. Standards declined in 1999. However to use these results in isolation to judge standards would only give a partial picture of the school's performance. The small cohort (usually 15 or 16) that took the tests makes the comparisons somewhat unreliable because the number of pupils with special educational needs can have a significant influence on the results. In comparison with similar schools pupils' performance was average in English. The attainment of pupils currently in Year 6 is in line with the national expectations, which means that the school is on line to meet the suitably challenging targets that it has set for the current year.
- 76 The results of the 1999 National Curriculum tests for 7-year olds were well below the national average in reading and very low in writing (placing the school's results in the bottom 5% nationally). Since 1997 standards have been declining and this is especially noticeable in writing. In comparison with similar schools pupils' performance was also well below average in reading and very low in writing. The main reason for these poor results has been the unstable staffing provision in Year 2 that has resulted in the class being taught by an unusually high number of temporary supply teachers. Since the 1999 tests the staffing position has been stabilised and the attainment of the majority of pupils currently in Year 2 is in line with the national expectations in reading and writing.
- 77 The quality of teaching in both key stages is good. Teachers' planning is thorough and effectively follows the structure of the literacy hour. Effective use is made of the introduction and the plenary sessions to develop pupils' speaking skills, which are satisfactory through the school. The teachers provide sufficient opportunities for pupils to be involved in class and group discussions to successfully develop their ability to communicate their ideas in an appropriate way. This was evident in a lesson for pupils in Year 2 discussing "The Gingerbread Man" and a guided reading session for pupils in Years 4 and 5 on evaluating the poem "Weathers". In these lessons the expertise of the teachers gave the pupils the opportunity and confidence to take full part in a class discussion that effectively developed their communication skills. The listening skills of most pupils are poor and this hinders their progress in lessons when teachers have to repeat instructions or interrupt activities to ensure pupils have listened carefully and understand what they have to do.
- 78 The teaching of reading is good throughout the school with the guided reading sessions being used effectively to develop pupils' skills so that they can achieve to their full potential. The standards in reading are average with pupils showing appropriate ability to read accurately and confidently from texts suitable for their age. In Key Stage 1, pupils are able to use a range of strategies to determine unfamiliar words, including the use of phonics. In Key Stage 2, most pupils demonstrate suitable ability to recount stories, express preferences in reading matter and to talk in an informed way about their favourite authors. The pupils in Years 4 and 5 showed that they could read expressively and with understanding and identify different patterns of rhyme and verse in poetry. The class libraries do not have a satisfactory range of fiction books for pupils to read, and the main library is not used effectively to support further improvement in pupils' reading skills or to develop their independent research skills.
- 79 Teachers give pupils opportunity to write in a variety of forms and standards are average in both key stages. This shows an improvement in standards since the last inspection, when writing was seen as an area of weakness, and is a result of the greater focus given to the teaching of basic skills in writing during the literacy hour. However, there are not enough

opportunities for pupils in both key stages to redraft their work. In Key Stage 1, most pupils are able to write a sequence of sentences and punctuate them accurately, with simple words spelled correctly. In Key Stage 2, pupils show that they can write extended narratives and use increasingly complex sentence structures and more difficult punctuation skills. The standards of handwriting and spelling are satisfactory, which results in a suitable standard of presentation by pupils. This was evident in the work of pupils in a Year 6 lesson in which they were writing persuasive text. The standard of marking is satisfactory but there are few instances of marking being used to make constructive comments or to set targets for improvement in pupils' written work throughout the school.

- 80 There is good preparation for the lessons and effective classroom organisation and management that results in pupils being given suitable support to make progress in their learning. In all lessons seen teachers demonstrated secure subject knowledge and expertise. The poor attitudes of a significant minority of pupils in Year 3 with behavioural problems means that they make unsatisfactory progress in their learning and do not achieve to their potential. There are also a small number of pupils in all other classes who have poor attitudes to work and whose misbehaviour is troublesome to teachers and is having an adverse effect on the progress and achievement of other pupils. There is very limited use made by teachers of information and communication technology to enhance pupils' work in English.
- 81 The pupils with statements of special educational need make good progress towards the targets on their individual education plans due to the beneficial extra support that they receive in classrooms, especially in Key Stage 1. Pupils for whom English is an additional language also make good progress in their learning.
- 82 There is effective use made of literacy skills in science, especially in Key Stage 2, for pupils to present their findings. In the limited amount of written work available in religious education, history and geography it is evident that there is satisfactory use made of literacy skills to record work.
- 83 The long and medium term planning for English follows the framework of the National Literacy Strategy and is effective in ensuring progression and continuity of pupils' learning through the school. The systems for assessing and monitoring individual pupil's attainment and the progress that they make in English as they pass through the school are unsatisfactory. There are no formal record keeping systems in place, except for reading where they are good, to track pupils' progress. As a result, teachers and support staff do not have a clear overview of their pupils' academic development. The school is beginning to use its analysis of end of key stage tests to set improvement targets and this is having a positive effect on the standards that pupils achieve, especially in spelling and writing. The school does not yet have collections of pupils' work to serve as exemplars of the required standards in English and as result there are inconsistencies between classes of the standards expected of pupils.
- 84 The leadership of the subject is good with the co-ordinator being able to monitor the quality of teaching and learning throughout the school. There is an adequate range of resources for English but there is an insufficient range of fiction books to support the development of pupils' reading skills in both key stages. The library provision is poor and means that pupils are not able to appropriately develop their independent research skills to locate information. The main improvement since the last inspection has been the introduction of the National Literacy Strategy that has effectively developed teachers' planning and their teaching of the basic skills in the subject. This has helped to raise standards in reading, writing and spelling.

MATHEMATICS

- 85 The 1999 national test results for 11-year olds show that pupils' attainment was broadly in line with both the national average and the average for similar schools. The trend in the school's results over the last 3 years has been similar to the national trend, apart from in 1997 when the school's results were much lower than the national average.
- 86 Observation of lessons and analysis of work produced by the present Year 6 pupils confirm that attainment is in line with national expectations.
- 87 The 1999 national test results for 7-year olds were well below the national average and well below those of similar schools. These poor results and the decline in standards that they represent are attributed to the Year 2 class of 1999 being taught by several short-term supply teachers. Additionally, this particular class has a high proportion (ie more than one third) of pupils who have special educational needs. The work of the present Year 2 class provides clear evidence of attainment being in line with the national expectation. This recent improvement in standards indicates that the declining trend of the previous 3 years has now been reversed.
- 88 On entry to the school the baseline tests suggest mathematical skills are below average. Progress through Key Stage 1 is good as pupils experience a wide range of activities. There is due emphasis given to number and pupils experience a variety of number opportunities. A sense of curiosity is developed through the use of number squares, number patterns and investigational opportunities with weight. In Year 1 the more able pupils recall quickly number bonds to ten. Whilst in Year 2, pupils know and understand the meaning of a 'digit' as distinct from a 'number'. They can read and show o'clock, quarter past and quarter to on an analogue clock.
- 89 In Key Stage 2 pupils' progress is satisfactory. Year 3 pupils can identify halves, thirds and quarters of shapes. Pupils in this key stage appropriately continue to undertake mathematical investigations. As pupils progress through this key stage they develop the necessary written calculation skills. By Year 6 most pupils can find $\frac{3}{4}$ of 24, mark lines of symmetry on 2D shapes and find simple averages. Most have developed secure and effective methods for writing down their calculations, although the lower attainers have a weak understanding of place value. There is clear evidence that pupils have been successfully taught new techniques of calculation from the National Numeracy Strategy. This is helping many pupils confidently perform accurate calculations. In contrast to good written techniques pupils have underdeveloped mental skills. Whilst more able Year 6 pupils could add 295 and 412 in their heads, middle and lower attaining pupils were still over reliant on using fingers for many calculations.
- 90 Pupils' attitudes to learning are satisfactory in Key Stage 2 and good in Key Stage 1. Younger pupils enjoy their maths especially when using practical apparatus. This is also clearly evident in Key Stage 2. Where a small amount of unsatisfactory behaviour did occur it was often as a result of the pupils not being fully engaged in the oral starter to lessons. Pupils' attention in these mental agility sessions varied as too often questions were beyond their ability. In Year 5, pupils were gaining a positive attitude to grid methods of multiplication. The most positive attitudes were seen in a Year 6 lesson where pupils showed a burning desire to be successful in a multiplication game.
- 91 All teaching observed during the inspection was at least satisfactory. In Key Stage 1, the teaching overall was good and in Key Stage 2 satisfactory. In Key Stage 1, lessons are well

prepared and teachers use a range of appropriate resources to extend mathematical language. In Year 2, pupils' understanding of time was being well developed through first-hand experiences of real clocks and making their own clocks. This emphasis on practical work is successfully developed in Year 3 where pupils learn about fractions by dividing shapes and playdough. This is particularly appropriate for the less able children. The better teaching in Key Stage 2 takes place where good relationships have been established and pupils are prepared to volunteer answers without the fear of being wrong. Clear planning, a focus on correct mathematical language and appropriately matched resources are also evident in good lessons. Throughout school, teachers plan appropriately for pupils with special educational needs and for pupils with English as an additional language.

- 92 The school has adopted the National Numeracy Strategy for its planning and there have been appropriate training sessions to enable staff to develop their understanding. The purchase of some new published materials has also strengthened the mathematical knowledge of the staff. This can be seen in the clear planning. Assessment procedures are underdeveloped and there are very few examples of teachers using marking to help children recognise how to move forward, as was also reported in the last inspection. However, other weaknesses identified in the last inspection have been remediated.
- 93 Resources are adequate but there is a need to buy more materials to help extend mental maths skills. Subject leadership is good. The coordinator is knowledgeable and has a positive impact on the teaching of mathematics by monitoring teachers in the classroom.
- 94 There is good use made of numeracy skills in science, design and technology, geography and physical education. Pupils have opportunities to use knowledge of measuring and mathematical language. However, in contrast there is little use of information and communication technology to develop work in mathematics.

SCIENCE

- 95 The results of the 1999 National Curriculum tests for 11-year olds were above the national average. Over the last three years the trend of the school's results has been in line with the national trend with a significant rise in 1999. In comparison with similar schools pupils' performance was well above average. The attainment of pupils currently in Year 6 is in line with the national expectations, which means that the school is on line to meet the suitably challenging targets that it has set for the current year. The results of the 1999 teacher assessments for 7-year olds were very high both when compared to the national average and to similar schools. The attainment of pupils currently in Year 2 is in line with the national expectations.
- 96 The teaching in Key Stage 1 is good and enables pupils of all levels of attainment to make good progress in their learning and achieve to their full potential. The teachers ensure that when pupils start Year 1 there is good emphasis given to ensuring that practical tasks are used to help develop their skills, knowledge and understanding. This was seen in a lesson for pupils in Year 1 in which they were involved in a variety of activities to record their observations of the different materials used to make houses. As pupils pass through Year 2 they learn how to handle simple scientific equipment carefully and safely. The pupils learn how to make simple conclusions. This is evident in the work on forces undertaken by pupils in Year 2 who conclude that "The harder we push a car the further it went". The teachers place good emphasis on the importance of making close observations to develop pupils' skills in identifying

similarities and differences between living and non-living things. By the end of Key Stage I the majority of pupils know about the dangers of electricity and how to make simple electrical circuits. Pupils can record their findings in a variety of ways but, as a result of not being taught basic computer skills, are not able to use information and communication technology to enhance this aspect of their work. Most pupils show enjoyment in their work but there is a significant number in each class who do not listen carefully and need to be asked several times to comply with the teachers' requests. This results in the pace of the lesson slowing and adversely affects the learning of other pupils. A few pupils show poor behaviour at times but the teachers deal effectively with this problem. The skill of the classroom assistant in supporting pupils in their scientific activities makes a good contribution to the standards that they achieve.

- 97 In Key Stage 2 the teachers are hindered by the unsatisfactory attitudes of many pupils who often act in an immature way that slows the pace of lessons and the rate at which they make progress. A significant minority of pupils behave inappropriately and a small number are very disruptive and openly defiant to teachers and do not respond sufficiently well to the rewards and sanctions offered. However, the teachers work hard to overcome these problems, the quality of teaching is satisfactory and as a result most pupils make appropriate progress in their learning. Teachers show secure subject knowledge that enables them to use questioning effectively to find out what pupils understand and can do before they begin their activities. The teachers are able to effectively explain to the pupils the activities and as a result the pupils have a good understanding of what is expected of them. In a lesson for pupils in Years 4 and 5, on finding out how to separate a mixture of solids, the teachers' preparation and provision of relevant resources enabled pupils to effectively develop their skills in carrying out a fair test. As they pass through the key stage pupils have many opportunities to be involved in practical work that develops their skills in working collaboratively in small groups. Pupils do not show appropriate ability to use information and communication technology as a means of recording their findings in the subject. By the end of the Key Stage 2 pupils demonstrate a suitable knowledge and understanding of how to use symbols for circuit diagrams in their work on simple electrical circuits. Their knowledge of subject related vocabulary is underdeveloped, as was shown in a Year 6 lesson when no one was able to explain what the word "hypothesis" meant. Pupils can make conclusions about their investigations but these are descriptive rather than evaluations based on prior scientific knowledge. The pupils with special educational needs make good progress in Key Stage 1 as a result of the good support that they are given. In Key Stage 2, where there is less targeted support, they make satisfactory progress and are fully involved in scientific activities.
- 98 Pupils make satisfactory use of their literacy skills, especially in Key Stage 2, in their investigative report writing in science. They also make suitable use of their numeracy skills in science as was shown by pupils in Years 5 and 6 when they were using thermometers to take temperature readings during an investigation into thermal insulation.
- 99 The curriculum that is offered to the pupils is satisfactory with many opportunities for them to be involved in practical investigative activities. There is satisfactory management of the subject but the co-ordinator does not have sufficient opportunity to monitor the quality of provision through the school. The scheme of work is effective in ensuring continuity and progression of pupils' learning through the school and this is a significant improvement since the last inspection. However, there are no formal record keeping systems in place to track pupils' progress and as a result teachers and support staff do not always have a clear overview of their pupils' academic development. Resources are adequate, well-managed and readily accessible to staff and pupils. The accommodation is unsatisfactory with some classrooms not

having ready access to a water supply, which limits the scope of investigations that can be carried out. Nevertheless, in all other respects, satisfactory progress has been made since the last inspection.

ART

- 100 Due to timetabling arrangements it was only possible to observe two lessons during the inspection and there is insufficient evidence on which to make secure judgements about teaching and pupils' achievement, learning and standards.
- 101 In the lessons seen the teachers had secure subject knowledge that enabled them to demonstrate to the pupils the techniques to be used. Pupils in Year 3 showed a suitable ability to make close observational drawings of plants using a variety of media but in this lesson a significant minority of the pupils had poor attitudes to their work and did not respond in a satisfactory way to the teacher's requests. In a lesson in Year 4 the pupils were noisy to begin with but showed an appropriate knowledge and understanding of the works of Monet. In a display in Year 6 the pupils had mixed paints to make a variety of shades of blue that enabled them to paint in the style of Picasso in his "Blue Period". Such work makes a good contribution to pupils' cultural development. In a whole school display on making observational drawings of spring flowers there was suitable progression in pupils' drawing skills from class to class. There is satisfactory subject leadership but the monitoring role of the co-ordinator is underdeveloped. The accommodation is unsatisfactory with some classrooms not having ready access to a water supply. There are adequate resources for learning that are well managed.

DESIGN AND TECHNOLOGY

- 102 Only one lesson was observed during the inspection, therefore it is not possible to make secure judgements about the quality of teaching, pupils' learning, behaviour and attitudes to the subject.
- 103 From scrutiny of the work available, it is evident that pupils are experiencing an appropriate range of activities, including designing, making and evaluating products. Pupils aged seven have used a variety of materials to make some good quality working wind-up toys. This work shows that they can carefully manipulate materials such as bobbins, rubber bands and card. Pupils in Year 3 had carefully planned and constructed photograph frames. They had devised and used a variety of techniques to enable the frames to be self-supporting and had made use of materials such as wood, tape and card.
- 104 The pupils in Year 6 have made some impressive masks using papier mache. These products have been evaluated by the pupils and they recorded appropriately perceptive judgements. It is clear that these ten and eleven year olds are capable of making critical evaluations and can suggest ways of improving their artefacts.
- 105 In the one lesson seen, involving Year 5/6 pupils, the quality of teaching was unsatisfactory due to ineffective class control whilst the pupils were using tools. However, the lesson was well planned and prepared and clear instructions were given. Pupils' unsatisfactory attitudes and behaviour also contributed to their unsatisfactory learning. Despite this factor, as a result of clear guidance from the teacher, most pupils, including those with English as an additional language, eventually produced accurate chassis from wood. Pupils learned how to

strengthen wooden joints and to measure and cut accurately. Appropriate opportunities are provided for pupils to apply numeracy skills, such as measuring. A few pupils with special educational needs, related to behavioural problems, made little gains in their learning due to ineffective strategies for managing their behaviour.

- 106 Currently, insufficient use is made of ICT to support learning in this subject. There are no formal recording systems for monitoring pupils' performance.
- 107 Subject leadership is satisfactory. There is good documentation to support teachers in their planning. This represents significant improvement since the last inspection.

GEOGRAPHY/ HISTORY

- 108 During the inspection week it was possible to view only a small number of lessons in history and geography. Further evidence was gained from a scrutiny of work, display and discussion with pupils. However, with the exception of Key Stage 1 geography there is insufficient evidence to make secure judgements about attainment, the quality of teaching and the attitudes of the pupils in both key stages.
- 109 In geography, pupils under five are successfully introduced to maps and identify the purpose and names of buildings. Very young pupils were developing geographical knowledge and skills as a result of a highly motivating walk around the local streets. This work is developed in Key Stage 1 where the good teaching continues to strengthen geographical understanding. Pupils experience walking along given routes, use compass directions to describe journeys and make their own route maps. The well planned and highly practical nature of activities results in the pupils showing a positive attitude to geography.
- 110 In the one history lesson seen in Key Stage 2 pupils were developing skills of historical enquiry. The teacher had organised the lesson so pupils could devise and ask questions to develop their understanding of the 'blitz'. The lesson was well prepared and allowed history to come alive as pupils experienced chocolate rations and held a German bullet.
- 111 The school are in the process of developing links with Italy and Sweden. So far this has allowed some pupils to use their writing skills through the exchange of letters.
- 112 Resources for geography and history are adequate but the school recognises the value of making good use of the local environment. In the one history lesson seen a local resident enthralled the children recalling her experiences of the Second World War.
- 113 The coordinator for humanities has ensured appropriate planning is in place. The school is using the nationally produced guidance for history and has put in place its own planning document for the teaching of geography. This represents good progress since the last inspection.

INFORMATION TECHNOLOGY

- 114 The standards attained by pupils in information and communications technology (ICT) at both key stages are below that expected for their age. There are too few opportunities for pupils to use ICT across the curriculum and the current resources for teaching ICT are poor. This is

different from the last inspection when the school was “well resourced with a range of computers and software.” The statutory requirements for teaching this subject are not being met due. Control technology is not taught and insufficient attention is given to the teaching of desk-top publishing skills.

- 115 Pupils aged 11 can use the word processor for copying written drafts but they have limited experience of drafting and redrafting directly onto the computer screen. They have compared the use of producing a graph on the computer to drawing the graph on paper but they have little opportunity to reorganise and communicate their findings in a variety of ways. Pupils have good keyboard skills and can load programs and retrieve and save documents. There was little evidence to suggest that, by 11 years of age, pupils have experience beyond a very limited range of ICT. Although cabling is in place for access to the internet, access to writing an e-mail is restricted to Year 3 pupils who benefit from the use of the teachers’ own computer. Year 3 pupils have used a fax to send information.
- 116 In Key Stage 1 most pupils could use a tape recorder though some were unable to find the correct buttons to make the tape play and rewind. The more able pupils show they can use a ‘mouse’ carefully to find their way around a ‘talking book’. The use of an art package allows pupils to generate ideas with pictures.
- 117 In both key stages, when given the opportunity, pupils show enthusiasm and a willingness to listen. Regular use of the computer at break times is greatly appreciated by Year 6 pupils. The use of interactive books to support reading development is having a positive impact in Key Stage 1.
- 118 Although only a very limited amount of direct teaching was seen it is clear that teaching is unsatisfactory in both key stages. As stated in the previous inspection report, insufficient use is made of the available computers. During the inspection week ICT was used to support the learning in very few lessons. Opportunities to use ICT across the curriculum are also underused, as indicated in the previous inspection.
- 119 Most of the hardware is slow and unreliable, as was evident for some young pupils who could not hear the talking book clearly. This obviously restricts the opportunities for teaching and learning.
- 120 The recently appointed coordinator is taking steps to improve the poor provision of resources. He recognises, as does the school, that opportunities are limited. As a result, there is a clear commitment to develop ICT, as outlined in the development plan. Teachers’ subject knowledge is insecure and needs to be improved to give them the confidence to maximise learning opportunities.

MUSIC

- 122 There was only opportunity to observe lessons in Key Stage 2 and from these it is evident that pupils make satisfactory progress and attain appropriate standards as they move through the key stage.
- 123 In the whole school assemblies and singing practices, pupils in both key stages sang clearly, tunefully and with enthusiasm and most responded well to music. However, a considerable number of the older pupils showed poor attitudes and were reluctant to join in during these

sessions. In lessons in Years 4, 5 and 6 on composing and playing musical pieces, the pupils were able to collaborate well and use symbols for musical notation. They are able to appraise their own performance and that of other pupils in a constructive way and have a suitable understanding of the importance of timing when keeping a beat. The teachers demonstrated secure subject knowledge by the way they were able to explain to the pupils what they were required to do, using correct musical vocabulary. The lessons are well prepared and organised with the pupils having access to a suitable range of musical instruments to play. Pupils with special educational needs are fully involved in musical activities and make satisfactory progress.

- 124 There is satisfactory subject leadership but the monitoring role of the co-ordinator is underdeveloped. Pupils have been given the opportunity of taking part in a range of musical performances in the school and there is a choir that performs on special occasions. Such an example was when they sang at the "Millennium Concert" at the church. Music makes a good contribution to pupils' cultural development. A non teaching assistant provides voluntary tuition at lunchtime to those pupils wishing to play recorders. There are peripatetic teachers who visit school to teach flute, violin, keyboard, trumpet and guitar, and any pupil who wants to play a musical instrument has the opportunity to do so. The resources are adequate and enable a suitable range of musical activities to be undertaken.
- 125 There is no formal system for recording pupils' progress and little use is made of ICT in the teaching of music.

PHYSICAL EDUCATION

- 126 Only one lesson of physical education was observed during the period of inspection and therefore insufficient evidence is available for secure judgements to be made about teaching, pupils' learning, attitudes and attainment. However, it is evident from records provided by the school that pupils attain high standards in swimming. Almost all pupils are able to swim at the standards required by the National Curriculum and at least half are able to exceed the required standards.
- 127 In the one lesson observed in Year 3, teaching was of a satisfactory standard but the quality of pupils' learning is unsatisfactory as a result of pupils' inappropriate behaviour, which is exacerbated by the very limited space available for indoor work. The teacher set a good role model by dressing for physical activity and by his participation. Unfortunately, his teaching was punctuated by a succession of interventions that were necessary to ensure the pupils' safety in the light of poor behaviour from two or three boys. The available sanctions had a minimal impact on their behaviour and attitude. Despite the teacher's best efforts, his well-chosen musical stimulus and clear instructions, a small minority of pupils, mainly those with identified behavioural problems, were not motivated to learn.
- 128 Since the last inspection the school has taken all possible steps within its control to improve provision for physical education, for example by enhancing resources, resurfacing the playground and through staff training. However, the major issue previously identified, namely poor facilities, remains a considerable obstacle to pupils' learning in this subject.
- 129 In view of these limitations it is all the more commendable that the coordinator for physical education commits time and effort to providing opportunity for competitive football. As yet,

there has been no opportunity for the co-ordinator to monitor the subject throughout the school. There are no formal systems for recording pupils' progress.

RELIGIOUS EDUCATION

- 130 Pupils aged seven and eleven attain the standards outlined in the locally agreed syllabus for religious education.
- 131 Pupils at the end of Key Stage 1 know that Jesus was a special person who was born in Bethlehem and lived in Nazareth. They are able to recall some of his miracles such as "five loaves and fishes" and that he was able to heal the sick. Many pupils understand that different faiths nominate their places of worship with special names such as, Temple and Church.
- 132 Pupils at the end of Key Stage 2 have a secure knowledge of the structure of the Bible. They note that it is composed of a collection of books that are separated into two testaments. Pupils also understand that the Bible is sacred to those who follow Christianity. It is evident from pupils' work that they are able to produce good quality accounts of religious stories which they have listened to in previous lessons; for example, in responding by writing and illustrating the Parable of the Good Samaritan.
- 133 On the basis of the two lessons seen in each key stage, teaching is good. Teachers plan their lessons thoroughly and make clear their intentions for pupils' learning outcomes.
- 134 In a Year 1 lesson, involving the concept of spring as a special season, learning was enriched by the teacher providing each pupil with a daffodil. This first-hand experience was successful in motivating the pupils to behave well and to listen and provided them with a potent example of "awe and wonder". This teacher also capitalised on the opportunity to develop pupils' literacy skills by extending their spoken vocabulary. In a Year 2 lesson, good teaching promoted good learning. In this lesson, the teacher had to work hard to sustain pupils' attention but was able to sufficiently involve them by posing probing questions which helped to develop pupils' understanding. The teacher prompted pupils to successfully recall key aspects of the life and work of Jesus. Though pupils' behaviour was satisfactory, one or two of them needed to be reminded to listen but such promptings were effective.
- 135 In a Year 4 lesson, focusing on the New Testament Gospels, very good teaching resulted in pupils making very good gains in their knowledge and understanding of why gospel stories may differ from each other. The teacher gave a very clear presentation about the gospel writers and drew the analogy of an eyewitness account of a hypothetical playground incident. As a result of this effective strategy, the brisk pace and expressive delivery of the teacher, pupils' sustained their interest, behaved well and gained in knowledge and understanding. Teaching in a Year 5/6 lesson, though satisfactory, was less successful because of the unreasonable behaviour of two pupils. The teacher had prepared and presented interesting material to the pupils that sustained the attention of the vast majority. However, the poor attitudes of a few pupils impaired both teaching and learning. Pupils were able to gain the moral message of the story and were able to draw some parallels with aspects of Christianity. Pupils showed a readiness and respect for the beliefs of others allowing this story to make a useful contribution to pupils' social and moral development.
- 136 Collective acts of worship also make a valuable contribution to pupils' religious education by developing their knowledge and awareness of the beliefs and customs of different faiths.

Closer links have been established between collective acts of worship and religious education, which represents an improvement since the last inspection.

- 137 The co-ordinator is aware of the strands of the subject and of the areas that need improving, such as the need to introduce formal systems of monitoring and the need for more resources, especially artefacts from different world faiths. Currently, there are no formal systems for recording pupils' progress.