

INSPECTION REPORT

NEASDEN PRIMARY SCHOOL

Kingston Upon Hull

LEA area: Kingston Upon Hull

Unique reference number: 117799

Head teacher: Miss Catheryn Kendall

Reporting inspector: Mr Colin Smith
25211

Dates of inspection: 11th – 14th June 2001

Inspection number: 192658

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Neasden Close Wembley Park Avenue Kingston Upon Hull
Postcode:	HU8 0QB
Telephone number:	01482 791169
Fax number:	01482 781076
Appropriate authority:	The governing body
Name of chair of governors:	Councillor Gordon Wilson
Date of previous inspection:	March 1997

INFORMATION ABOUT THE INSPECTION TEAM

OIN	Team members		Subject responsibilities	Aspect responsibilities
25211	Colin Smith	Registered inspector	Science	What sort of school is it?
			Design and technology	The schools results and pupils' achievements.
			Music	How well are pupils taught?
				What should the school do to improve further?
31718	Denise Shields	Lay inspector		Pupils attitudes, values and personal development.
				How well does the school care for its pupils?
				How well does the school work in partnership with parents?
15474	John Fairclough	Team inspector	English	
			Geography	
			Physical education	
			Special educational needs	
			English as an additional language	
25802	Agnes Patterson	Team inspector	Mathematics	How good are the curricular and other opportunities offered to pupils?
			Information and communication technology	
			Art and design	
27658	Pauline Thorburn	Team inspector	The Foundation Stage	How well is the school led and managed?
			Religious education	
			History	

The inspection contractor was:

Eclipse (education) Limited
14 Enterprise House
Kingsway
Team Valley
Gateshead
NE11 0SR

Tel: 0191 487 2333

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WC2B 6SE.

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Neasden Primary School is average in size and serves a mixed community on the outskirts of Kingston-Upon-Hull. The 250 pupils on roll are made up of 123 boys and 127 girls, allocated to nine classes. In addition, there are 21 full time and 9 part time (26 full time equivalent) children in the nursery. Pupil numbers are rising by about five per cent each year. This is creating quite a high turnover of families. Twenty one per cent of the pupils have special educational needs of which two pupils have statements. This is broadly average. Forty-four pupils are entitled to free school meals, which is average. All of the pupils are white and English speaking. Children enter the school with average attainment.

HOW GOOD THE SCHOOL IS

Neasden Primary is an effective school with many good features. The standards achieved this year are average, despite the high proportion of pupils with special educational needs in Year 6. Last year's cohort was more typical and in the most recent national tests of 2000 and in comparison with similar schools, standards were average in mathematics, above average in English and well above average in science. Pupils achieve well in Key Stage 2 because the teaching is good. In Key Stage 1, where the teaching is satisfactory, pupils are achieving average standards in reading, writing and mathematics, although standards were higher in the 2000 tests. However, standards in science in Key Stage 1 are too low and more able pupils could achieve more in a number of classes. In all classes, pupils are very well cared for and this benefits all pupils, particularly those with special educational needs. Pupils' have positive attitudes to learning and their behaviour is good. The new Head teacher is building on the good management of her predecessor. She, along with senior staff and governors, provides good leadership and clear direction for the work of the school. Overall, the school gives satisfactory value for money.

HOW GOOD THE SCHOOL IS

What the school does well

- Procedures for assessing pupils' attainment are excellent.
- Standards in Key Stage 1 are high in art and design and information and communication technology and by the end of Key Stage 2 standards are high in science, history and design and technology.
- Teaching is good in Key Stage 2 and this enables pupils to achieve well.
- Effective leadership and management ensures that the school runs smoothly and the drive to raise standards is prominent.
- Pupils with special educational needs are well provided for and this helps them to make good progress.
- Pupils' good behaviour, good application and interest in their work greatly assists their learning.
- Staff are very caring and provide well for pupils' moral and social development.

What could be improved

- Standards in science in Key Stage 1 are too low.
- More able pupils are not achieving as well as they should.
- There is scope to improve children's learning in the nursery and in the reception classes.
- Pupils need to be better prepared for life in a culturally diverse society.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Good improvements have been made since the last inspection, which was carried out in March 1997. Standards are now much higher than they were in English, mathematics, science, information and communication technology and in design and technology. Last year, the school received a national

achievement award in recognition of the greatly improved national test results. The improvements have resulted from better teaching and a conscientious effort to provide good quality guidance to help teachers to know exactly what they should teach and which methods would be most effective. Pupils' work is now assessed more accurately, although the results are still not used consistently to identify their starting points for learning, particularly with regard to the more able pupils. Monitoring and evaluating the work of the school has significantly improved and the information gathered is used well to identify priorities.

STANDARDS

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

Performance in:	compared with			
	All schools			similar schools
	1998	1999	2000	2000
English	D	E	B	B
Mathematics	B	D	C	C
Science	D	D	A	A

Key

well above average A

above average B

average C

below average D

well below average E

Children enter school with average attainment and achieve steadily in the nursery and in the reception classes. They reach the levels expected in all areas of learning by the end of the reception year, and reach good standards in their personal, social and emotional development. However, with better opportunities to improve their mathematical, creative and physical skills, they could achieve more. The table above shows that when 11 year old pupils were last tested in 2000, standards were higher than the national average in English, average in mathematics and well above average in science. As the table shows, the school performed better than other schools in the same band. Standards have been improving faster than they have nationally and shot up in 2000 partly because of a more able year group but also because of better teaching and the introduction of new strategies aimed to raise standards. This year, standards in Year 6 are not as high because a third of the age group has special educational needs. Consequently, standards overall are in line with the national average in English and mathematics but they are higher in science. Challenging targets have been set and reached in English, mathematics and science. Standards have been rising in Key Stage 1 and reached above the national average in reading and writing and well above average in mathematics in 2000. Standards this year are not as high and are closer to the national average in all three subjects. This is largely because new teachers are learning to adjust to the pupils' different needs. In Key Stage 1, particularly and in Key Stage 2, to a lesser extent, more able pupils are not achieving as well as they could, although those with special educational needs make good progress. However, the school has rightly identified the need to set more challenging work for the more able pupils. Standards in information and communication technology are average by the time pupils reach the age of 11 and have significantly improved since the last inspection. Standards in other subjects, including religious education, are typical of pupils of primary school age. However, pupils are achieving well in design and technology and history to reach high standards by the age of 11 and pupils are achieving higher than average standards in information and communication technology and in art and design by the age of seven.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good; pupils are keen to learn and concentrate well in lessons.
Behaviour, in and out of classrooms	Good; pupils are polite and helpful and considerate of others.
Personal development and relationships	Good; pupils work and play well together and are ready to take responsibility for their own learning, when encouraged.
Attendance	Satisfactory; absences caused by taking family holidays in term time spoil the school's good record.

TEACHING AND LEARNING

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

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

Teaching is satisfactory overall. Of the lessons seen, four per cent was excellent, 21 per cent was very good, 27 per cent was good and 43 per cent was satisfactory. However, four per cent of the teaching was unsatisfactory. Isolated unsatisfactory lessons arise when too little is expected of the more able pupils or the match of work to pupils' different learning needs is not accurate. When this happens pupils are either unable to understand their work or complete it easily without making any effort. This is an area for improvement that applies to learning science in Key Stage 1, particularly. Lessons are all well managed and pupils are able to learn without distraction. Teaching in Key Stage 2 is good and often very good. The teaching of design and technology and history is good throughout the school. The teaching of information and communication technology and art and design is good in Key Stage 1. In Key Stage 2, lessons move along at a quick pace and pupils show a sense of urgency. The teaching of basic skills in literacy and numeracy is good. The teaching of children in the nursery and in the reception classes is satisfactory but children's starting points for learning are not always identified correctly and opportunities for children to develop their physical and creative talents are limited. Particular teaching strengths include the good contribution made by learning support assistants who work successfully alongside teachers. Teachers make good use of questioning to make pupils think and to assess their understanding. These factors ensure that pupils work hard and acquire new skills.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory; the curriculum is well-planned and particularly rich in extra curricular activities. Good strategies have been implemented to improve pupils' literacy and numeracy skills, although opportunities are missed to extend the learning of the more able pupils.
Provision for pupils with special educational needs	Good; clear targets are set to help these pupils to improve and they receive good support from teachers and learning assistants.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory overall; good provision is made for pupils' moral and social development and, although not specifically planned for, opportunities are taken to promote pupils' spiritual awareness. However, pupils are not being helped enough to understand cultures other than their own.
How well the school cares for its pupils	Good; the school is caring and monitors pupils' social and academic progress well but the information gathered from assessments of pupils is not always used to set work at a challenging level for all pupils.

Parents like the school and appreciate what is provided. The partnership between school and home is satisfactory, however, very few parents actually help in school, particularly in the nursery.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Good; the new head teacher is building on her predecessor's good leadership. She and the deputy head teacher form a strong team in setting clear goals for the future and encouraging teamwork.
How well the governors fulfil their responsibilities	Satisfactory; governors provide good support and are central to all decision making. They are becoming increasingly involved in monitoring and evaluating the work of the school.
The school's evaluation of its performance	Good; pupils' test results are carefully analysed, teaching and learning are closely monitored and weaknesses are identified and strengthened.
The strategic use of resources	Good; key staff and governors thoroughly evaluate all possibilities before making decisions to seek the best value. Once agreed, resources are targeted well towards the priorities.

School accommodation and resources are good. The school benefits from sufficient experienced teachers and the good contribution made by learning support staff.

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 respond well to teachers' expectations that they try their best. The school is well managed and parents are comfortable about asking for help. Teaching is good and this enables children to make good progress. Parents appreciate being well informed and involved in the life of the school. Children are encouraged to be thoughtful and mature in their behaviour. The school works closely with parents and parents feel comfortable about approaching the school to ask for information and help. Most parents feel that the level of homework is appropriate. Parents appreciate the extra curricular activities provided. 	<ul style="list-style-type: none"> The small number of parents who attended the meeting were happy with the school but commented that they would like more information on reading and opportunities to see their children receiving rewards, for example, in assemblies.

The school is popular and has the support of the vast majority of parents. Inspectors agree with parents' positive views, although more able pupils could make better progress if they received additional help. Parents do receive information about what their children are expected to learn, including reading but parents are not invited into school assemblies.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1 Standards have improved significantly since the last inspection. The former head teacher implemented many effective strategies to raise standards. These were founded on improving the quality of teaching and learning and analysing the data from assessments on pupils' progress to strengthen any weaker areas. Setting pupils according to their academic ability, deploying teachers with specialist knowledge to teach English, mathematics and science and arranging booster classes for pupils who could reach higher levels with extra help, have all proved successful. The new head teacher is continuing with these approaches and looking more carefully at pupils' work to ensure that they achieve as well as possible in every class.

2 Standards attained in the year 2000 tests at the ages of seven and 11 were the highest ever achieved in the school. Standards in English and in science shot up because of a good cohort of pupils. However, the teaching in Year 6 was good and still is. For example, in 2000, standards in English were above the national average and above those obtained by pupils in similar schools. Standards in science were well above the national average and those of similar schools. Standards in mathematics, although average, are trailing behind the other subjects. This is because teaching in Key Stage 2 in English and science is good and only satisfactory in mathematics. This year the standards reached by Year 6 pupils are not as high but this does not reflect less successful teaching. Within the current Year 6 cohort, a third of the pupils has special educational needs. This is an usually high figure for this school. As a result, standards in English this year are close to the national average. Standards in science are above, rather than well above average, and standards in mathematics continue to match the national average.

3 Standards in Key Stage 1 have also been improving. In the tests of 2000, results were above the national average and similar schools in reading and writing and well above average in mathematics. This is not the case this year. New teachers are adjusting to Year 1 and 2 classes. Currently, the teaching is satisfactory and the average standards being achieved reflect this. One recurring weakness in the teaching is lack of challenge for the more able pupils. The work provided does not always ensure that they are working at the high levels of which they are capable. Although almost all pupils reach the expected level 2, less than half of the number that might be reasonably expected, reach the higher level 3. This lowers standards overall. Currently, the Year 2 pupils are reaching standards in reading, writing and mathematics that are not significantly different from the national average. The lower than average standards in science are directly attributable to lack of challenge for the more able pupils.

4 When children enter the reception classes their attainment is average. Teaching is satisfactory in the nursery and in the reception classes but there are weaknesses that hold back children's learning in specific areas. On balance, children achieve steadily and reach the standards expected in language and literacy, mathematics and in their knowledge and understanding of the world. Children's personal, emotional and social development is well provided for and they achieve well in this area to reach good standards. Standards in creative and physical development, although average, are held back in nursery. There are too few opportunities for children to express their own ideas through painting and writing and to engage in imaginative outdoor play. This limits the development of their creative and imaginative talents. Although children acquire the necessary literacy skills, skills in numeracy are slower to develop. This is because teachers do not always identify the children's starting points for learning and children do not learn effectively when the tasks provided are either too easy or too difficult. There is scope for improvement in the foundation stage of learning.

5 Pupils achieve satisfactory standards in reading throughout the school. In Key Stage 1, they learn to sound out letters to read new words and in Key Stage 2, they read with expression and accuracy.

The home reading programme gives pupils good opportunities to practice the skills they have learnt in school. However, not all pupils are sufficiently aware of the importance of understanding what they read. Pupils achieve well in writing, particularly in Key Stage 2. They write clear accounts, with correct punctuation, across a range of subjects, such as science and history. However, there are weaknesses in pupils' handwriting that affects the presentation of work in some classes. Pupils' listening and speaking skills are satisfactory but class discussions are not always extended to allow pupils to improve their spoken language.

6 Pupils achieve steadily in mathematics and develop competence and confidence in the basic skills of numeracy. At both key stages, pupils show sharpness and accuracy in mental calculation. They are increasingly using a wider range of strategies to solve mathematical problems and are adept at explaining their ideas to the class. Despite some weaknesses in the teaching, the national numeracy strategy has been implemented successfully and is taking effect.

7 Pupils in Key Stage 1 do not achieve as well as they should in science. The work provided in Year 2 is not sufficiently challenging, particularly for the more able pupils. Consequently, standards are lower than they should be by the age of seven. In Key Stage 2, pupils achieve well. Their knowledge and understanding develops smoothly across the different areas of science. In Key Stage 2, there have been marked improvements in pupils' ability to plan their own science investigations. This was a previous inspection issue that has been successfully remedied.

8 Standards in information and communication technology have improved greatly since the last inspection, when they were too low. Standards are now good in Key Stage 1 and are at least satisfactory in Key Stage 2. Improvements have been boosted by the installation of the computer suite but also by some good teaching. Standards in religious education are in line with aims of the local syllabus for schools in Kingston upon Hull. Pupils are gaining insights into their own religion and the beliefs of others.

9 Standards in history are good throughout the school. Pupils have good knowledge of historical events and more importantly why and how changes over time occur. Pupils achieve well in art and design in Key Stage 1 and reach good standards. They observe, sketch and experiment with patterns and create effective three-dimensional effects. Standards in design and technology are high in all classes. Pupils are creative and ambitious in their designing and produce models of high quality. Standards in all of the other subjects are average. There are strengths in music, particularly in relation to composing, and there are weaknesses in the learning of skills in both geography and in physical education in some classes.

10 Pupils with special educational needs make good progress. Clear targets are agreed to help them to improve and they benefit from the good support they receive from both teachers and learning assistants. More able pupils are not so well provided for. Planning does not usually specify how their learning is to be extended. Consequently, in too many lessons, they are not set the challenge they need to reach the higher levels. The school has implemented impressive procedures to track the progress made by individuals and groups of pupils. As a result, the attainment gap between boys and girls has been recognised and is gradually closing. The needs of the more able pupils have also been identified but as yet the strategies put in place to help them to fulfil their potential have only been partly successful. There is scope for improvement in this area.

Pupils' attitudes, values and personal development

11 Pupil's attitudes, behaviour and relationships with each other and adults are all good and their personal development is satisfactory. These positive features help to create an atmosphere where pupils enjoy learning and this contributes to pupils' progress. Since the last inspection, standards in all of these areas have been maintained.

12 Pupils are eager to learn and keen to participate in all the activities offered. Pupils' positive attitudes to school and to learning are underpinned by the good relationships that are a feature of the school. They take an interest in and gain enjoyment from their lessons. They listen to their teachers and because of this they are clear about what they are to do next. Pupils concentrate well. For example, during a mathematics lesson rounding decimals to the nearest whole number, they listened to and exchanged ideas with their friends, and persevered until they reached the right answer. They willingly answer questions, discuss their work and are proud of their achievements.

13 In classrooms, and when moving around the school building, pupils behaviour is good. They know what the school expects of them and try hard to live up to it. For example, they walk quietly into assembly and wait quietly to be asked to sit down. Pupils are polite and friendly and take a keen interest in what visitors have to say. In other areas of the school, such as the dining hall and the playground, behaviour is also good. Pupils understand the need for school rules and appreciate the house points and merits awarded for good behaviour and work. Pupils' good behaviour and attitudes contribute well to the standards they achieve.

14 Very occasionally, a small number of pupils become restless and drift off task. Their behaviour distracts others and they lose interest in their work. This is because lessons and activities do not gain their full interest and attention. In addition, there are a few pupils who find great difficulty controlling their behaviour. Only on isolated occasions does the behaviour of these pupils interrupt the flow of the lesson. This is because they receive good support from the learning assistants who work with them, and because teachers manage behaviour well. One pupil was excluded on four different occasions in the year prior to the inspection. This pupil has since left the school.

15 Relationships between teachers and pupils and amongst pupils themselves are good. They are based on mutual trust and respect. Pupils know that all teachers who work in the school are approachable and this gives them the confidence to seek help when they need it. Records show that instances of bullying are rare and pupils' comments confirm this. Parents and pupils express confidence that if any incidents did occur they would be dealt with promptly and effectively.

16 Pupils respond well to the opportunities for them to take progressively more responsibility as they move up the school. From their earliest days in the school, they carry out duties. For example, nursery children help to tidy away after activities. Classroom monitors, take the register to the school office each day. Year 6 pupils carry out responsibilities that contribute to the smooth running of the school. For example, they ensure orderly behaviour around the school by manning the doors at lunchtime. They take their duties very seriously. Pupils work well in small groups and pairs, they share equipment and resources and are learning the importance of team work. For example, during an art and craft lesson, one pupil held the model whilst another glued the wool hair in place. Pupils are sometimes encouraged by teachers to be independent and respond well when opportunities are provided, such as researching information on the Internet. In some lessons they select their own resources and can usually work independently of the teacher during group activities.

17 Pupils say they enjoy attending school. Attendance rates are average compared to national figures; unauthorised absence is minimal. Most absences are due to medical reasons and a large number of families who take their holiday during term time. Pupils arrive at school on time.

HOW WELL ARE PUPILS TAUGHT?

18 On balance the quality of teaching is satisfactory but teaching is good in Key Stage 2. During the inspection, four per cent of the teaching was excellent, 21 per cent was very good, 27 per cent was good, 43 per cent was satisfactory and 4 per cent was unsatisfactory. This is a big improvement since the last inspection when 16 per cent of the teaching was unsatisfactory and teaching was weak in Key Stage 1.

19 The atmosphere for learning is good in almost all lessons. Relationships between teachers and pupils are good and teachers manage pupils well. Good discipline ensures that pupils listen carefully to instructions and settle quickly to their work. Routines and good work habits have been established and there are very few distractions to learning.

20 Teaching of children in the nursery and in reception is satisfactory but there are weaknesses. Children's personal development is well provided for. They are taught how to choose their own activities, work together and sustain their concentration. As a result, they take some responsibility for their own learning. This is the foundation for good attitudes throughout the school. However, in the nursery, the activities provided are too limited. For example, there are very few opportunities for imaginative outdoor play or free use of paints to express their ideas and feelings. This restricts children's creative and physical development. In both the nursery and reception classes, there is a lack of structure in the planning and the work given to children is not always precisely matched to their learning needs. For example, in a reception class lesson, children were asked to work with large numbers when they were still unsure of numbers to ten. This meant that they could not understand and make progress in the lesson.

21 Basic skills are taught well in Key Stage 1 and 2 classes. In English and mathematics lessons, pupils are taught to use rules to help with reading, writing, spelling and quick calculation. Mathematics lessons always begin with a mental starter which pupils enjoy and significantly improves their quick recall of number facts. English lessons with younger pupils focus well on learning to read difficult words by sounding out the letters. Teachers are aware of the importance of improving pupils' basic skills by applying them in other subjects. In science and design and technology, for example, pupils write accounts and evaluations of their work and reinforce their understanding of mathematics by collecting and interpreting data. Although the teaching of skills is successful in information and communication technology lessons, opportunities to refine these skills are less apparent in other subjects because there are no computers in some classrooms. The use of homework is valuable in both key stages and it helps pupils to practice and acquire the basic skills in English and mathematics and to improve their understanding of science.

22 Teachers' knowledge of the subjects they teach is satisfactory overall and good in Key Stage 2. Good expertise in history and design and technology ensures that these subjects are taught well throughout the school. High standards in information and communication technology and art and design in Key Stage 1 and science in Key Stage 2, are attributable to teachers' good knowledge of the subjects. For example, in an information and communication technology lesson, the teacher's very good subject knowledge guided Year 2 pupils to enter data correctly into spreadsheets.

23 The teaching methods used are more effective in Key Stage 2. Here, there are many good examples of imaginative and stimulating teaching. In most lessons teachers explain new learning clearly, use demonstration effectively and scatter questions to check that pupils are absorbing the new ideas. These methods keep pupils interested and actively involved in learning. In Key Stage 2 classes, pupils also receive more encouragement to explore and find out for themselves. For example, in an excellent Year 3/4 mathematics lesson pupils were asked to investigate patterns made by different arrangements of shapes. Pupils had to think hard and by rotating them and flipping them over they found they could make even larger shapes. In Key Stage 2, there are more examples, of pupils composing their own music, experimenting with different materials and researching their own information. Such methods promote and develop pupils' thinking skills effectively.

24 The teaching of pupils with special educational needs is good throughout the school. Sometimes they are withdrawn for specific teaching. On other occasions, they are taught alongside their classmates and given extra help from teachers and learning support assistants. These pupils are never left to struggle. Their learning needs are identified correctly at an early stage. Clear and helpful targets are written into individual education programmes to help them to learn new skills and improve their concentration. The contribution made by learning support staff is very effective. In a design and technology lesson, for

example, skilful demonstration and questioning by the learning support assistant enabled pupils who found learning difficult to understand how a cam can convert rotary to vertical movement.

25 Despite the many strengths in teaching and learning, there are two specific weaknesses that hold the more able pupils back. On too many occasions, teachers do not expect enough of the more able pupils and do not provide work of sufficient challenge. Although teachers plan their lessons conscientiously, little mention is made of how the learning of the more able pupils is to be extended. In English and mathematics, some teachers assume that once pupils are organised in sets, according to ability, their learning needs are all the same. It is evident in lessons that this is not the case and opportunities are missed to extend their learning. The careful thought and planning put into helping pupils with special educational needs is not extended to the more able pupils. Because of this, they do not reach the high standards of which they are capable. The best teaching methods, which involve investigating, composing, researching and experimenting, allow for more able pupils to find their own level and work at some depth. However, when tasks are limited to completing similar worksheets the learning of the more able pupils suffers. The use of assessment to find out what pupils understand is often good but the information is not always used to plan work at a higher levels for those who are clearly succeeding.

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

26 The school provides a satisfactory range of learning opportunities. The curriculum is both broad and balanced for all subjects, which is an improvement since the previous inspection. Satisfactory provision is made for pupils' personal, social and health education, which includes sex education and drugs awareness. However, there are insufficient opportunities for very young children to learn through creative activities and outdoor play. There is an appropriate emphasis placed on the teaching of literacy and numeracy and the curriculum meets the requirements of the locally agreed syllabus for religious education. However, the school does not provide equal opportunities for all its pupils because teachers do not plan to provide sufficient challenge in their lessons for more able pupils. As a result, they do not make the progress that they should.

27 Procedures for the early identification of pupils with special education needs are thorough. Their individual work plans are regularly updated, fully evaluated and teachers ensure that work is closely linked to that of their class. Some pupils are regularly withdrawn from part of literacy and numeracy classes to boost their reading skills, but the school has already made plans to alter this arrangement so that they have equal opportunity to take part in the whole of these lessons. Teachers make good use of learning support assistants and this makes a positive contribution to pupils' progress.

28 The quality and range of extra-curricular activities is very good. Pupils, both boys and girls, have many opportunities to be involved in sports such as football, netball, badminton and cross-country running. Year 4, 5 and 6 pupils attend a residential visit at Sutherland Lodge. There are opportunities for all pupils to learn to play a variety of musical instruments. Booster classes, the Summer School for gifted and talented pupils and the homework club all supplement the work of the school and further enrich the curriculum. The school has established satisfactory links with the local community, such as visits by the Spinoff Theatre, Asian dancers, British Aerospace and the Pooh Bear Club. Educational visits to places of interest such as museums and art galleries further provide an added dimension to pupils' personal and social and cultural development. Parents provide valuable support to the organisation and running of these activities and thus contribute positively to pupils' educational experiences.

29 There are helpful policies and schemes of work in place for all subjects. Teachers use these schemes well to plan what is to be taught in each subject throughout the school. However, planning for pupils in mixed age classes could be better in some subjects. For example, in science and in music teachers sometimes select an objective that is more suited to the younger year group. When this happens, it is the older or more able pupils whose learning suffers. The head teacher regularly monitors planning to

ensure that the content of the curriculum is systematically covered as pupils move through the school. Throughout the school, teachers have worked hard to develop effective strategies to teach the basic skills of literacy and numeracy and this is well promoted in other subjects such as science, design and technology and geography. This has a positive impact on pupils' progress. Together with regular homework, this makes a positive contribution to pupils' learning and personal development.

30 The school provides satisfactory opportunities for pupils' spiritual development. The daily collective worship (assemblies) makes a good contribution to pupils' personal development. These are well planned and delivered. Music is used well to set an appropriate tone as pupils enter and leave. However, pupils do not always have opportunities to reflect on how the themes of assemblies might apply to their own lives. Spirituality is also effectively promoted through religious education lessons. Here, pupils learn to understand and respect other faiths. In religious education lessons they are also starting to develop a spiritual understanding of themselves, for example when they talk confidently about the special place where they can go to reflect. Elements of music and science lessons also effectively contribute to this area. However, pupils' spiritual development is not consistently planned for throughout the school. It happens on an "ad hoc" basis rather than by design.

31 Provision for pupils' moral development is good. All teachers are good role models. They establish clear classroom routines and expectations. This creates a positive atmosphere in which staff, only occasionally, need to chastise pupils. Some pupils have also had the opportunity to devise their own classroom rules. As a result of this good provision, pupils develop a clear understanding of the difference between right and wrong. Consequently, the vast majority of pupils know how they should behave and try hard to live up to the school's high standards.

32 There are also good opportunities for pupils to develop socially. They are given a range of duties, which contribute to the daily life of the school. For instance, Year 6 pupils help to look after the children in the nursery. Pupils in Years 4, 5 and 6, have the opportunity to take part in a residential educational visit. This experience makes a good contribution to their social development and growing independence. Pupils' self-confidence is also developed well. Pupils take part in 'Children's Parliamentary debates' and develop team-building skills through the World of Work problem solving project. Group work is strongly promoted in music, science and design and technology, but not consistently in all other subjects. Although circle time is used in some classes, this is not the case throughout the school. As a result opportunities are missed to develop all pupils self-confidence and esteem using this approach.

33 The overall provision for pupils' cultural development is unsatisfactory, although provision for local cultural awareness is good. Teachers ensure that pupils appreciate their own local heritage and culture. For example, in geography and history there are a variety of visits to local places of interest, such as the Feren's art gallery. However, there are only isolated examples where pupils have the opportunity to study other cultures, for example in literacy when studying Granpa Chatterji. Only very occasionally do they benefit from talks by visitors about other ways of life other than their own. A rare example was through a recent visit by two Russian teachers. Pupils are not helped enough to understand what it means to live in a multi-cultural society. The school is right to single this out as an area to improve.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34 The school takes good care of its pupils. Teachers know the pupils well and provide a caring and friendly atmosphere in which pupils work confidently. Day-to-day personal support and guidance for pupils is good and their personal development is monitored effectively. The good provision enables pupils to grow in self-esteem and confidence and this contributes to the overall standards they achieve. Parents appreciate the fact that their children are well cared for. Since the last inspection, standards in these areas have been maintained or have improved.

35 The arrangements for child protection are good. Teachers are aware of the procedures to follow if they have any concerns about pupils in their care. Overall arrangements for health and safety are satisfactory. Teachers adopt safe practices in their day-to-day work, for example reminding pupils to use scissors carefully during a design and technology lesson. Although there has been a health and safety audit of the school, progress on the action points identified is not monitored and risk assessments have not yet been completed. Arrangements to ensure pupils are effectively supervised at breaks and lunchtimes have improved since the last inspection and are now good. Lunchtime supervisors have received training and are friendly and encourage pupils to play a variety of games with the equipment provided. There is a good induction programme for pupils entering the nursery and this ensures they settle quickly into the routine of new school life. Good liaison with the secondary schools in the area ensures the smooth transition of pupils to their next stage of education. Overall arrangements to ensure pupils' welfare are good.

36 Procedures for monitoring and promoting pupils' behaviour are good. In lessons teachers work hard to ensure that pupils behave well. Good behaviour, effort and achievement in all aspects of school life is rewarded. Pupils understand why punishments are sometimes given and very much appreciate the rewards they receive, especially the certificates given out during the Wednesday assembly. Pupils, who sometimes find difficulty controlling their behaviour are well supported by the learning assistants. The school has good systems in place to deal with any form of bullying or harassment. Pupils and parents are confident that any incidents brought to the school's attention are dealt with promptly. Pupils' awareness of these issues is raised through assemblies.

37 The arrangements to monitor pupils' attendance are good. The school secretary and the educational social worker regularly review registers, because of this the school is able to identify any pupils whose attendance is causing concern. Although monitoring is good, procedures to promote and improve attendance could be better because there are no initiatives in place to improve attendance.

38 Procedures for monitoring and supporting pupils' personal development are good. Extra curricular activities, the chance to become monitors and opportunities for group work all contribute to raising pupils' self confidence and self esteem. Personal development is monitored well through pupils' own personal record of their progress and achievement (their Learning Log) this develops their own self knowledge of their learning.

39 The school has excellent procedures in place to assess pupils' achievements. This is a marked improvement since the previous inspection. These procedures include a comprehensive number of tests that provide detailed information in each subject about pupils' achievements. These are carefully recorded. The results of the national tests are analysed most carefully to look for trends or areas of concern. The "Individual Pupil Log" is used as a basis for pupils to set their own targets. The targets are regularly reviewed and provide a very clear personalised picture of pupils' progress as they move through the school. They offer a very clear insight into how pupils can evaluate their own achievements.

40 Assessments are being used increasingly to set targets for every pupil in the school in order to improve their achievement. For example, on the basis of these tests, pupils are set into ability groups from Year 4. They are identified for extra reading support and booster classes are provided for those pupils who need extra support in literacy and numeracy prior to National Testing. In design and technology, very good use is made of assessment procedures because the subject leader regularly evaluated pupils' progress and re-plans accordingly. Teachers do not always make effective use of assessments to identify the starting points for the next lesson or topic. In particular, the information gathered from the data collected is not sufficiently used to provide work for the more able pupils. This often results in a lack of challenge for these pupils. The school has a clear marking policy, but, although work is regularly marked, the policy is not yet being implemented fully. The quality of teachers' marking is inconsistent throughout the school. Where it is at its best, teachers inform pupils of what they do well and what they need to do next to further improve their work. These teachers then know clearly what they need to plan for their next lessons for

each ability group. Where the standard of marking is less accurate, teachers' weekly plans are not sufficiently focused on what pupils know, understand and can do and this has a negative impact on some pupils' learning.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

41 Parent's views of the school are very positive. They like the school and what it provides for their children. Notwithstanding this very positive view, the overall effectiveness of the school's links with parents is satisfactory. This is in line with the findings of the last inspection.

42 Although almost all parents signed the home school agreement, most give silent support rather than active involvement. Only a very small number of parents regularly help in classrooms, others help organise some of the after school sports activities. When homework is set parents provide good support. As a result, their help and support makes a positive contribution to the standards pupils achieve. Parents make little impact on the work of the nursery or their children's education there. There are no parent helpers and parents are not actively encouraged to come into nursery either before or after the sessions. Fund-raising events are well supported, and parents offer good support for activities in which their children are involved. The school does not regularly seek parental views and because of this the school cannot be certain it is meeting the needs of all its parents.

43 The information provided for parents is good. There are regular newsletters, and a good flow of day to day information. Information leaflets, such as the one on 'how to help your child read', keep parents well informed. The school arranges workshops to explain what children will be learning, for example the literacy strategy, but attendance at these events is disappointing. The prospectus and governors' annual report to parents are well presented and contain much useful and relevant information, however, the governors' report does not contain all the required information. Annual reports to parents about their children's progress are inconsistent in quality and range from unsatisfactory to very good. The best examples clearly state what pupils know, understand and can do. However, there are examples where comments focus more on the topics covered during the year. Because of this, parents do not always have a clear picture of the progress their children make.

HOW WELL IS THE SCHOOL LED AND MANAGED?

44 Leadership and management are good. The new head teacher was only appointed in January 2001. The previous head teacher ensured the school made significant progress against the key issues identified at the last inspection by implementing strategies to improve standards and teaching and in raising the parental appreciation of the school. The new head teacher has made a positive start, quickly evaluating the performance of the school and producing a comprehensive monitoring report for the governors. The new head teacher is seeking to build on previous improvements by widening the management structure to involve more senior staff in decision making and in extending the monitoring and evaluation of the work of the school. To this end, an accurate assessment of the school's strengths and weaknesses has correctly identified the areas requiring improvement. These include the provision for the more able pupils in lessons and removing inconsistencies in teachers' planning and organisation. The head teacher is keen to improve further and her drive to move the school forward is evident. The head teacher has formed a successful partnership with the governors and a particularly effective partnership with the deputy head teacher. The role of the deputy head teacher has been significantly extended. Her very good teaching skills and effective communication with staff have been put to good use. Together the head teacher and deputy head teacher are setting a good example of leadership.

45 The School Improvement Plan illustrates the firm steer the new head teacher wishes to bring to the school. This is an extremely well constructed document, containing a very thorough review and update of all that has happened before and after taking up the appointment. It covers the current year in detail with an overview of developments over the next three years.

46 The head teacher and deputy head teacher monitor and evaluate teaching and learning effectively in every class. Procedures are in place to measure standards in English and mathematics in every year group. The results are carefully analysed, and are used to strengthen weaker areas and to provide a profile for each pupil's performance as they move through school. The head teacher and deputy head teacher offer support and guidance of a fair and rigorous quality. They both have the courage of their convictions and staff have a clear sense of direction. The head teacher has a vision of a collective approach, where there will be a sense of shared responsibility, accountability and teamwork with everyone taking determined steps to achieve new goals. Teachers with responsibility for managing subjects provide satisfactory leadership overall but some subject leaders are having a significant impact on standards. For example, the subject leader for English is a leading practitioner within the local education authority and is very effective. The leadership of design and technology is excellent. The leadership of other subjects is satisfactory with some weaknesses in mathematics and science. The monitoring role of the subject leaders is not developed sufficiently in all subjects, particularly in mathematics and science.

47 Governors are very involved and provide good support for the school. The Chair of Governors is extremely loyal and resourceful. He visits the school regularly and his influence can be seen in the recent improvements to the outside environment. The governors are well informed and understand how the school can be compared with similar schools, through the use of quantifiable data, which enables them to focus on standards, monitor developments and set targets for improvement. They also understand the relative strengths and weaknesses of the school and are determined to ensure that standards continue to rise. Some governors visit the school to witness for themselves the effect of developments and improvements, such as the effectiveness of the computer suite. However, the arrangements have not yet been formalised so that governors' monitoring of changes can be shared with all governors. For example, there are very few references in the minutes of meetings to any visits made. The governors recognise that this is a period of transition between the leadership of the previous head teacher and the new head teacher. They are beginning to take on a more active role in monitoring and evaluating the work of the school under the guidance of the new head teacher.

48 Good progress has been made since the last inspection and most of the key issues have been successfully addressed. For example, standards and teaching have improved and comprehensive guidance to help teachers plan for each subject is now in place. The monitoring of teaching and learning has improved and subject leaders keep evidence of their lesson observations. Procedures to assess pupils' learning are in place in all subjects, although the information gathered is not used as thoroughly as it could be to provide challenging work for the more able pupils. The amount of time available for teaching has been increased. The school evaluates its own success and is in a strong position to move forward.

49 There are effective and supportive procedures that are helping new members of staff and newly qualified teachers to be integrated into the work of the school. Newly qualified teachers are provided with opportunities to observe lessons within school and visit other schools. Performance management procedures are in place and are operating well, with some teachers already meeting their targets.

50 Financial management is good. Information technology is used well to track routine expenditure and to monitor the effective use of specific grants. For example, spreadsheets are used to monitor the use of the standards fund. The principles of best value are applied well in challenging the cost of resources and in seeking improvement to the school site. The school is fully aware of its performance and targets are set to improve this in comparison with similar schools. However, consultation with parents is not well developed in identifying possible changes to school provision and there is no school council through which the school can take into account the pupils' views. The spacious accommodation is clean, well maintained and enhanced by displays of pupil's work. Resources are good, with several improvements since the last inspection.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

51 The head teacher, staff and governors should now:

- (1) Raise standards in science in Key Stage 1 by:
 - Planning work at a level to challenge the more able pupils;
 - Ensuring that standards, teaching and learning are carefully monitored.
(Paragraphs 3, 7, 29, 46, 77, 78)
- (2) Ensure that more able pupils achieve their full potential by:
 - Raising teacher's expectations of what more able pupils can achieve;
 - Using the information from assessments to identify what their learning needs are;
 - Teachers planning lessons with their learning needs in mind.
(Paragraphs 3, 10, 25, 26, 40, 48, 67, 71, 73, 74, 76, 78, 95, 99, 103, 109)
- (3) Improve children's learning in the nursery and in the reception classes by:
 - Using the information from assessments to identify their starting points for learning;
 - Ensuring that good opportunities are provided for creative expression and outdoor play;
 - Involving parents more fully in their learning.
(Paragraph 4, 20, 26, 42, 52, 53, 57, 58, 59, 60)
- (4) Ensure that pupils are better prepared for life in a culturally diverse society by:
 - Teachers planning opportunities for pupils to learn about other cultures.
(Paragraph 33)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	70
Number of discussions with staff, governors, other adults and pupils	35

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	21	27	43	4	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	250
Number of full-time pupils eligible for free school meals	0	44

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	2	56

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	46
Pupils who left the school other than at the usual time of leaving	19

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	5.8	School data	0.3
National comparative data	5.2	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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	18	21	39

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	17	18
	Girls	18	20	21
	Total	34	37	39
Percentage of pupils at NC level 2 or above	School	87% (83%)	95% (80%)	100% (94%)
	National	83% (82%)	84% (83%)	90% (87%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	18	16
	Girls	19	21	20
	Total	34	39	36
Percentage of pupils at NC level 2 or above	School	87% (74%)	100% (94%)	92% (80%)
	National	84% (82%)	88% (86%)	88% (87%)

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	24	18	42

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	20	24
	Girls	17	13	18
	Total	35	33	42
Percentage of pupils at NC level 4 or above	School	83% (60%)	79% (52%)	100% (64%)
	National	75% (70%)	72% (69%)	85% (78%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	20	21
	Girls	14	12	16
	Total	28	32	37
Percentage of pupils at NC level 4 or above	School	67% (52%)	76% (55%)	88% (64%)
	National	70% (68%)	72% (69%)	79% (75%)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	217
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	4	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR– Y6

Total number of qualified teachers (FTE)	11
Number of pupils per qualified teacher	27.8
Average class size	27.8

Education support staff: YR– Y6

Total number of education support staff	8
Total aggregate hours worked per week	144

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26

Total number of education support staff	1
Total aggregate hours worked per week	35

Number of pupils per FTE adult	13
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FTE means full-time equivalent.

Financial information

Financial year	1999 - 2000
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	£
Total income	506,786
Total expenditure	487,310
Expenditure per pupil	2,031
Balance brought forward from previous year	21,612
Balance carried forward to next year	41,088

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	276
Number of questionnaires returned	61

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	36	5	0	0
My child is making good progress in school.	62	37	2	0	0
Behaviour in the school is good.	59	38	3	0	0
My child gets the right amount of work to do at home.	46	48	2	2	3
The teaching is good.	65	33	0	0	2
I am kept well informed about how my child is getting on.	54	38	3	3	2
I would feel comfortable about approaching the school with questions or a problem.	70	27	3	0	0
The school expects my child to work hard and achieve his or her best.	69	31	0	0	0
The school works closely with parents.	43	44	10	2	2
The school is well led and managed.	38	55	3	2	2
The school is helping my child become mature and responsible.	51	44	2	2	2
The school provides an interesting range of activities outside lessons.	53	28	10	2	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

52 Since the last inspection, a nursery has been added to the school. The classroom used, together with the secure outdoor play area provides very good accommodation for the younger pupils. The equipment and materials are well organised. Currently the nursery has 20 full-time places and 11 part-time places. The younger pupils attend part-time in the afternoon. The school aims to provide two terms full-time education before transferring to the reception class. There are 33 pupils in reception, with 6 pupils in a mixed Reception/Year 1 class. Planning and teaching are based on the Nationally required 'early learning goals'. Nursery and reception class teachers plan their lessons and activities together and this helps to ensure that children benefit from a balanced range of learning experiences. However, there is little evidence in planning to show that teachers take into account the children's different starting points to ensure that teaching is building on what pupils can already do.

53 Baseline assessments show that children enter the reception classes with average attainment. They make steady progress in the nursery and in the reception classes because the teaching is satisfactory. The majority of pupils are on course to achieve the expected learning outcomes by the age of five, with the pupils achieving particularly well in their personal, social and emotional development and in aspects of knowledge and understanding of the world. Creative development is limited in the nursery because they do not have enough opportunities to express their own ideas in their own way. During inspection, children in the nursery spent too much of their time going into assembly and sitting on the carpet listening to stories. Activities such as milk-time and playtimes take too long and limits the time children have to explore and become engaged in creative activities.

54 Provision for children under the age of five was judged to have been good at the time of the last inspection but the nursery has since been added.

Personal, social and emotional development

55 Most children leave the nursery with good skills in personal, social and emotional development and continue to build on these well in the reception classes. Children's attainment in this area of learning is above average by the end of the reception year. Children's self-confidence and self-help skills are developed well in the nursery as a result of good teaching and encouragement to choose their own activities. Children also show high levels of self-awareness, for example by always remembering to wear an apron before painting. Staff in the nursery and reception classes expect children to behave well and use resources sensibly. As a result, children adapt quickly to the daily routines. Behaviour is always good in the nursery and mostly good in reception. Pupils can become restless if the provision is not entirely appropriate; for example sitting around a table, when sitting on the carpet would have been more suited to the task. Children co-operate well with each other and share equipment with one another.

Communication, language and literacy

56 Children throughout the Foundation Stage develop effective communication, language and literacy skills as a result of clear, focused teaching. For example, a group of pupils in the reception class significantly improved their spoken language performing 'Little Red Riding Hood' for the rest of the class. Children enjoy stories. Their reading skills are extended well through structured teaching in the nursery and through effective literacy lessons in reception. There is evidence of good achievement in the use of phonics. For example, pupils in the mixed Reception/Year 1 class could work out words that they had not seen before, such as 'brown' and 'flap'. They could go on to work out more complex words such as 'lantern' by using picture clues and phonics. Pupils in the nursery are gaining pencil control and use their name cards to copy their names accurately. However opportunities to experiment with writing,

particularly in the nursery, are very limited. The more able pupils in reception are beginning to write simple sentences with simple words, and most of the letters are formed correctly.

Mathematical development

57 The teaching of mathematics is satisfactory in the nursery and in the reception classes. However there are weaknesses. Activities are sometimes based on writing down numbers and answers rather than ensuring that the children understand. More able pupils in the nursery can count to ten accurately and recognise numbers up to ten. Children are taught addition skills in reception, but pupils count from zero when they should add the two numbers. More able children in reception know that two numbers go together to make another number, for example 'four and five make nine' and 'eight and one make nine'. However, children are not always encouraged to think for themselves because adults are too ready to tell children what to do. For example, no activities have been set up in the nursery where pupils can investigate or experiment with number or shapes, such as sorting or matching activities. Provision for children at different starting points is also limited and sometimes children are given tasks that are too difficult for them to complete. An examination of work indicated little evidence of different work for children of different abilities.

Knowledge and understanding of the world

58 Children achieve steadily in widening their knowledge and understanding of the world. In this area of learning, teaching is satisfactory. However, in some aspects of science and technology they make good progress. In the nursery, children demonstrate good use of tools such as scissors and glue spreaders. These skills are taught well. Through well-planned opportunities to design and make models, reception children were able to show what they wanted to do, explain what they were making and use tools and materials correctly. Adults intervene effectively, for example, by using questioning techniques to help children identify the best way of securing the chimney to the roof of a model house. They confidently assemble imaginary vehicles and buildings using construction kits and recyclable materials. In science related activities, children improve their skills of observation to draw fish and use magnifying glasses to look at different kinds of shells. They investigate objects and materials closely and evidence from children's work suggests they are attaining at a high level. Through opportunities to use computers children are becoming familiar with the computer keyboard and are learning to use the mouse with increasing control. Early geographical and historical skills are being developed throughout the Foundation Stage. Children are identifying features in the locality and the natural world and about the weather. However, their work is too dependent on completing photocopied worksheets. This indicates that children have only limited opportunities to find out for themselves.

Creative development

59 There are weaknesses in the provision for children's creative and imaginative development. Children's progress in art and design is limited because children are almost always told what to do, particularly in the nursery. Children have little opportunity to make choices and express ideas spontaneously, through painting and modelling. For example, in the two activities observed in the nursery, children were sticking pre-cut shapes to a pre-prepared background. The adults rather than the children determined the end product. In other aspects the provision is better. When listening to tapes, for example, children in the nursery could anticipate rhyme and keep good time to the music using a selection of instruments. In the nursery children use the home-corner to play well together, creating games, sharing and taking turns.

Physical Development

60 The provision for physical development in the nursery is very limited to two visits to the school hall each week and to playtimes. The reception children are time-tabled for approximately an hour each

week for physical education. During carefully structured movement lessons, children in the nursery are able to follow instructions, for example to be giants or to move quietly. They take care not to bump into each other. However, full use is not made of the designated outside play area for the nursery children, and opportunities for imaginative physical play are not exploited. Children are not allowed to move spontaneously from the indoor to the outdoor environment and only limited use is being made of the selection of large play apparatus. When the children do play outside, the sessions are not planned or purposeful. Children throughout the Foundation Stage show an increasing control and co-ordination when using a typical range of tools such as pencils, paintbrushes and scissors, when they draw and write. They handle construction apparatus well.

ENGLISH

61 Since the last inspection the school has steadily improved standards of attainment from a position that was below the national average to one that was above in the tests of 2000. Results in 2000 were high as a result of the introduction of the National Literacy Strategy, the resulting improvement in teaching and a particularly able group of pupils. Pupils continue to achieve well, particularly in Key Stage 2, because of the good teaching and additional strategies to raise standards.

62 The school's performance in the 2000 national tests for pupils aged 11 shows attainment in English above the national average and above that achieved by similar schools. This attainment shows progress from the age of seven that is well above average when compared with similar schools. A good proportion of pupils reached the higher levels. In the year 2000, the attainment of pupils aged seven matched the national average in reading and was above in writing. Again a good proportion of pupils achieved the higher levels. However, there has been a significant difference between the attainment of boys and girls with boys attaining below girls at the age of 11 for most of the past four years. This difference is not as marked at the age of seven.

63 The current Year 2 and Year 6 pupils are attaining average, rather than above average standards. Fewer pupils this year are working at the higher levels. The number of pupils with special educational needs is unusually high in Year 6 and this has influenced the balance of performance at Key Stage 2. However this group of pupils has still made good progress from the age of seven. Lesson planning makes good provision for pupils with special educational needs through the use of learning support assistants and this enables these pupils to make good progress in their learning and to achieve well in the national tests.

64 Pupils make satisfactory progress through Key Stage 1. There are new teachers to the infant year groups who are adjusting to the pupils' needs. Although pupils' work covers a range of writing opportunities, such as re-telling stories and writing instructions, there are few examples of expressive and persuasive writing. Year 2, pupils write in clear sentences and the more able pupils use speech marks, but handwriting is not well developed. Letter formation is basic and work is sometimes untidy. In all classes, pupils pay attention and listen carefully to the teacher. They take an interest in their work and make thoughtful observations. For example, one pupil asked, "Is horizontal three syllables?" when examining the structure of complex words. Pupils have a good range of methods to read difficult words and they make few errors. They read a lot and enjoy books but, although pupils can re-tell the story accurately, they do not find it easy to anticipate what might happen next.

65 Pupils achieve well in Key Stage 2, particularly in writing where they have a wide range of writing opportunities that introduce them to a variety of styles and reasons for writing. Learning is good in all year groups. For example, Year 3 pupils use good vocabulary in developing poems, Year 4 pupils plan and write stories effectively and Year 5 pupils write clear factual accounts, such as explaining how training shoes are made. Good teaching draws well on literacy in other subject areas, such as history and design and technology to give purpose to pupils' writing. Information and communication technology is also used well when pupils in Year 5/6 use publishing skills to produce a tourist guide. Pupils write from different points of view. They write formal letters, take notes and use journalistic style. Their imaginative

writing uses good sentences and is organised into paragraphs with interesting structure that uses speech, quotations, and expressive punctuation. This increases the quality of their work and produces tension in stories with words such as “a greyish bulk appeared, slowly but roughly – it squeezed out...” by a Year 6 pupil. However, handwriting is undeveloped. Most pupils use a simplistic style with few pupils joining their letters and there is little evidence of pupils using a mature script to give style to their work and so express awareness of and confidence in the quality of their work. Pupils’ reading is confident and gives them full access to information and instructions about their work. They read with expression and have good methods for dealing with difficult words. However, although they can discuss the events and the characters in a story, only the more able pupils use advanced reading skills to predict the plot and explain the behaviour of the characters in a story.

66 Effective support for pupils with special educational needs means that they take a full part in these writing opportunities and so make good progress. During lessons pupils listen carefully. They take a full part in question and answer sessions and always follow instructions about their work. However, they do not always reason out or fully explain their answers.

67 Teaching is satisfactory in Key Stage 1. Although there is some good teaching, teachers do not always use the pupils’ own ideas to extend their understanding. For example when a pupil asked, “Is that the missing seal on the roof?” an opportunity was missed to extend the discussion and deepen the pupils’ appreciation of the story. Teaching is good in Key Stage 2 and sometimes very good. An example, of very good teaching was seen in Year 4. The teacher exuded enthusiasm and had high expectations of what the pupils could achieve. They were told that “As poets we can be creative with words”. Clear objectives, good relationships and humour all contributed to very good learning by the pupils. Pupils also responded to very good teaching in Year 3 by writing interesting lines of poetry, such as “Willy the whale watched the waves wash on the woman”. The tasks set for pupils of different learning needs are often through the extension tasks that are offered to those who finish the initial tasks quickly. However, this arrangement does not always meet the needs of more able pupils sufficiently since they usually complete the same tasks rather than starting at a more challenging level of difficulty.

68 The subject is well managed. Results of assessments are used to track the progress of pupils through the school and to predict possible attainment at the end of Key Stage 2. This information is shared with pupils and used as a basis to help them to set their own targets for improvement. Literacy is used well in other subject areas, such as writing results of experiments in science. Measures are proving effective in closing the gap between the attainment of boys in relation to girls. The lunchtime reading club, and reading books with more appeal to boy’s interests together with support from learning support assistants has significantly raised the performance of boys reading from 1999 to 2000.

MATHEMATICS

69 By the end of Year 6, pupils achieve standards that match the levels expected for their age. No direct comparison with national standards can yet be made for 2001. However, these standards are similar to the results of the 2000 National Tests and to those of similar schools. This is mainly due to the school’s effective implementation of the National Numeracy Strategy and to the focus placed on raising standards in the National Tests. All staff place a strong emphasis on teaching mental calculation at the beginning of each lesson and the end of each lesson is very effectively used to highlight and reinforce what pupils have learned. Setted classes for pupils of similar ability and booster classes provide additional support to those pupils who are likely to achieve a higher level in the National Tests. These results mirror the judgement in the previous inspection report. Apart from a dip in 1999, standards have been improving at least in line with the national trend.

70 By the end of Year 2, pupils achieve standards that also match the levels expected for their age and they make steady progress. This matches the judgement in the previous report. Again, no direct comparisons can yet be made with National Test results for 2001. However, these results are lower than

those of the 2000 National Tests because, over the school year, insufficient use is made of assessment of pupils' ability to plan accurately to meet the needs of the more able.

71 In Year 1, pupils work with numbers within 100. They are learning to add and subtract within at least 20 and know to add two numbers together by starting with the smaller number. They work with simple money sums and count confidently in two's and ten's. The most able work with larger numbers and recognise odds and evens. They successfully compare the length of objects, recognise simple two and three-dimensional shapes and are learning to create graphs of, for example, favourite fruit. By the end of Year 2, pupils work with larger numbers. For example, they count forwards and backwards in five's and ten's within at least 60 and know that there are numbers less than zero. However, there are few opportunities to add or subtract beyond 20. They understand that doubling a number means two lots of that number. They extend their understanding of shapes and know which are symmetrical but there is little evidence that they have developed their skills in creating graphs. Most pupils make satisfactory progress but progress for the more able is not good enough because they are not sufficiently challenged.

72 From Year 3 onwards, pupils work with larger numbers and know that these can be added in any order. They work with the four rules of number and learn about place value as they work with hundreds, tens and units. They learn about fractions of shapes. They develop their understanding of the properties of two and three-dimensional shapes and use simple co-ordinates to plot and draw objects. In Year 4, pupils were observed investigating different ways of arranging five cubes to make 12 different patterns. They successfully recorded their results on squared paper and could confidently explain what they had achieved. Above average pupils used different approaches and were able to rotate and reflect their shapes successfully. Below average pupils explained clearly that a multiple is "adding on the same number each time". Pupils achieved well in this lesson. In Year 5, they build on their knowledge of the four rules of number. They add and subtract using decimals to two places, learn about perimeter and area and measure angles accurately. By the end of Year 6, most pupils are confident in using the four rules of number. They work with percentages and know about prime numbers. They measure angles correctly and rotate and reflect shapes successfully.

73 Pupils with special educational needs make good progress because of the positive support from classroom assistants. For example, in the Year 2 class, they were observed recognising the appropriate coins to choose when doubling numbers to 18 pence. More able pupils could achieve more. These pupils are not always sufficiently challenged as is evident in their books. As a consequence, these pupils do not make the progress that they should.

74 The quality of teaching is satisfactory, with the best teaching observed in Key Stage 2 where there was one excellent and one unsatisfactory lesson. The teaching of basic skills is good and because of the effective question answer sessions, pupils develop confidence in their ability to handle numbers. In the best lessons, teachers plan for pupils of all abilities. Teachers are enthusiastic, have high expectations of standards and behaviour and use their good subject knowledge and questioning skills very well to confirm their assessment of pupils' understanding. For instance, in Year 2, the teacher asked, "What is a digit?" and gave pupils time to think before answering. This engaged pupils' interest and improved their concentration. In the mixed Year 3/4 class, the teacher asked pupils whether they would reach a different answer if they multiplied 5 by 7 or 7 by 5 and continued, "Can you explain?". She then clearly exemplified this on the board so that all pupils understood. This challenging and stimulating lesson positively sparked and pupils wanted to learn. In the mixed Year 4/5 class, the teacher gave pupils sufficient time to consider before answering. "Sit back and see what we think", so that they all had the opportunity to respond confidently. Pupils in these lessons are well behaved, listen attentively and enjoy their lessons. Where teaching is weak, planning does not match the needs of the more able pupils and is not sufficiently focused on their previous learning. As a result, these pupils are less involved in their lessons.

75 Teachers are very familiar with the Numeracy Strategy, which they apply effectively. The three-part lesson structure is soundly established and the use of clear questioning at the beginning and end of

lessons to assess what pupils have learned is a strong feature of their teaching. Assessment procedures are excellent. Results of National Tests and school tests are carefully analysed and targets are set for each pupil throughout the school. Each pupil has a "Log Record" which includes examples of their work and provides valuable information of their progress throughout the school. The school is building up an excellent portfolio of pupils' work, clearly matched to the National Curriculum Programme of Study and this acts as a benchmark for comparison of standards. Setting of pupils from Year 4 has effectively raised attainment, but this is still not as good as it should be for the more able pupils. The subject leader is aware of the need to further improve their achievement. The monitoring of teaching is still in its infancy so the subject leader is not able to offer support or advice on classroom practice. Numeracy is used effectively to support other subjects such as speaking and listening, science and geography. Pupils have regular homework and teachers keep a careful record of this. This makes a positive contribution to pupils' social, cultural and personal development.

SCIENCE

76 There have been good improvements since the last inspection, particularly in Key Stage 2. Standards have improved and much work has been done to ensure that pupils are taught to conduct experiments systematically and record their findings methodically. The previous subject leader provided very detailed guidance for teachers and ensured that pupils' learning was assessed. As a result, pupils are usually able to build on what they have learnt earlier. However, teachers select their lessons from plans that are arranged in two or four-year cycles to cater for pupils in mixed age classes. Sometimes they select objectives for learning which are more suitable for the younger year group. When this happens, the challenge for older or more able pupils is too low and their learning suffers.

77 Standards are too low in Key Stage 1 because teachers give the same work to all pupils, irrespective of their different learning needs. More able ones are held back instead of being encouraged to aim for the higher levels. In Year 1 pupils achieve steadily. Teachers introduce pupils to investigations and help them to understand how to predict what might happen before an experiment is carried out. Pupils are encouraged to observe to see if they are right and then record their findings in diagrams and simple explanations. For example, they think about seeds growing and about objects sliding along different surfaces. They watch and record what happens and discuss their observations. This helps them to think logically and acquire important scientific ideas, such as how plants grow and how materials change. In Year 2, progress slows down and learning is unsatisfactory. Fewer investigations are evident in pupils' work and the level of work provided is often more suitable for Year 1 pupils. More able pupils suffer the most. As a result, by the age of seven standards are below average as they were at the time of the last inspection.

78 Standards in Key Stage 2 are higher than average and most pupils achieve well in the junior classes. In Year 6, pupils are very well prepared for the national tests. They revisit every area of science in depth, including living things, materials and forces. Consequently, they approach the tests confidently and score well. In 2000, the results were well above the national average and similar schools. This year standards are not so high, although still above average. A third of the year group have special educational needs and this affects results overall. Pupils' investigation skills develop steadily as pupils move through the junior classes. They learn to carry out experiments, gather results and draw conclusions. However, there are not enough opportunities for pupils to plan and carry out their own investigations. This holds back the more able pupils. The problem arises because teachers do not specifically plan for the more able pupils and on too many occasions they are given work that does not challenge them enough.

79 Pupils achieve well in Key Stage 2. They make a good start in Year 3. In this class, the teacher engages pupils in many worthwhile investigations. For example, they test the effect of water on different types of rock to find out which are permeable or water-resistant. They are guided to consider all factors in the experiments to ensure that the results are reliable. This approach is successful in helping them to understand a fair test. Progress is steady through Year 4 where pupils are encouraged to research their

information on plants and animals. Pupils' skills of investigation continue to develop steadily in Year 5 and again in Year 6, once the national tests have been completed. However, the level of challenge does not increase as quickly as it should in Years 4 and 5. This is partly because teachers do not provide pupils with enough opportunities to plan their own scientific tests. Instead teachers take all of the pupils through the process, step by step. The present subject leader has only had responsibility for science this year and is not yet aware of the inconsistencies. In this respect, she is not yet having a significant impact on standards.

80 On balance teaching is unsatisfactory at Key Stage 1. In Year 2, too little is expected of the pupils, particularly the more able ones. The work provided is pitched at too low a level to enable the more able pupils to reach the higher levels. In Year 1 this is not the case. Investigation sheets have been introduced deliberately to encourage pupils to make predictions, to observe what happens and to give reasons for the results. For example, one pupil wrote, "Friction made the car stop". In Key Stage 1, pupils learn to record their findings correctly. They write their accounts legibly and at length.

81 Teaching in Key Stage 2 is good. Lessons are well organised and well managed. Pupils settle quickly, concentrate on their learning and enjoy the practical work. Lessons begin well. Teachers explain the tasks clearly and ask question to gauge the level of understanding. In Year 3, the teacher thoroughly probes pupils' understanding by asking challenging questions, such as 'Which rock is the most permeable?'. Pupils have to observe carefully and think hard to work out the absorption rate of drops of water soaking into different rock samples. The Year 3 teacher has introduced very effective planning sheets that help pupils to think scientifically about changing variables. The planning sheets contain a series of questions for pupils to ask themselves and provide good step by step guidance on how to plan and carry out an investigation. In all of the lessons seen, pupils' learning is tightly monitored. Teachers never leave pupils to struggle but visit groups regularly to check their progress and put pupils back on track when misunderstanding arises. Pupils with special educational needs make good progress. They receive help from well-briefed learning assistants. In a Year 4/5 lesson, a learning support assistant successfully guided the pupils to understand how to test the 'stretchability' of nylon. When the test has been completed, one pupil said, "Science is very interesting, it's amazing what you find out".

ART AND DESIGN

82 Pupils achieve well in Key Stage 1, standards are good. This is an improvement since the previous inspection. Pupils achieve steadily through Key Stage 2 and by Year 6, standards are satisfactory. This does not match the good standards noted at the time of the previous inspection because pupils in Year 6 do not have sufficient opportunities to develop their skills in working in three-dimensions. All pupils with special educational needs make good progress.

83 In Key Stage 1, pupils are offered a wide range of experiences and opportunities to use their imagination. In Year 1, pupils experiment with folded paper to create a three-dimensional effect. In an excellent lesson in Year 2, pupils printed patterns of bricks, using different colours to achieve a regular effect. This lesson was based on their geography topic on the construction of buildings within their immediate environment. This was a busy, lively class, working hard and enjoying their lesson. As a result, they made very good progress. Pupils learn the basic skills they need and apply these to their work. Their sketch books illustrate their very good use of spring colours in the flowers that they draw and their sketches of a vase indicates how well they develop skills in working with perspective. In their display of landscapes, they successfully use the technique of pointillism where small regular dabs of colour are mixed on to the picture surface. They study the works of famous painters such as Van Gogh and Picasso and these help to develop their knowledge and understanding of their different styles. They are keen to start their tasks and this had a strong impact on their learning.

84 In a Year 3 and 4 class, pupils completed their sculptures of the dinner ladies and their understanding was reinforced by an effective discussion of the work to be produced. They worked well

together, as they agreed, “You hold the model and I’ll glue”. As they move through the school, they further develop their skills through the study of techniques, such as painting and collage. In Years 5 and 6, pupils’ displays of their pencil drawings illustrate the good use of close observational skills and they are beginning to explore the principles of perspective. Good links are made to the differing styles of the works of famous artists such as Andy Warhol and Roy Lichtenstein. A good example of this is their painting of buildings in Hull in the style of Lowry. However, these pupils do not have sufficient opportunities to extend the skills they have already learned in working in three-dimensions and so do not make enough progress in this area.

85 The curriculum is broad and balanced. The subject is satisfactorily led and there have been a number of improvements in art and design since the last inspection. For example, the school has adopted a very detailed and informative scheme of work, which clearly outlines the skills that pupils should be taught throughout the school. The school makes good use of sketchbooks for pupils to practise their skills. The co-ordinator monitors the quality and range of pupils’ work by observing the quality of displays but does not have the opportunity to visit classes. Resources are good and visits to places of interest such as the local art gallery provide valuable links with other subjects such as history and geography. This provides an added dimension to their learning. Visiting artists and other adults provide valuable support and expertise and this has a positive impact on pupils’ progress and to their cultural and personal development. There are very good examples of pupils’ work, sensitively displayed around the school, which illustrate the value that teachers place on their pupils’ work.

DESIGN AND TECHNOLOGY

86 Standards are higher than average throughout the school. Pupils achieve well. They develop a good understanding of designing and making and the confidence to produce work of originality and quality. The subject leader leads by example and has successfully raised standards from a low level at the time of the last inspection. She has provided excellent guidance for teachers and is ever present when help is needed. She gathers samples of work, observes lessons and uses this information to re-plan the curriculum each year to ensure that pupils in every class benefit from new challenges.

87 Pupils achieve well in Key Stage 1. They work quickly and purposefully in sketching ideas for designs and in cutting and fastening materials together. In Year 1, they learn to draw diagrams and make lists of the materials needed. In Year 2 this is extended to labelling the moving parts. For example, after experimenting with bobbins and string, pupils understand pulley systems. They then apply the principles to designing and making lifting mechanisms such as cranes and cable cars. The work produced in making models of monsters’ heads with gnashing teeth is of a good standard and is enhanced because pupils are encouraged to evaluate their work and make further improvements.

88 Pupils achieve well in Key Stage 2 and very well in Year 4/5, which is the subject leader’s class. By Year 3, pupils’ designing skills become sophisticated. They draw front, side and top views of their intended models of wheeled vehicles and imaginatively use a very wide range of materials in their making of purses with different types of fasteners in Year 4. Throughout the school, pupils’ work bears a mark of individuality, which reflects the teacher’s encouragement to think creatively. In Year 5/6 standards are particularly high. Pupils complete several design sheets until they are happy with the project. They then plan a sequence of steps to ensure that the difficulties of incorporating movement are fully considered. Designs resemble blueprints with dimensions, instructions for making and details of movement. Further ideas are sketched out using computer graphics and pupils often make prototypes to develop their design ideas. There are many examples of high quality work such as moving toys based on the principle of converting rotary movement to linear movement using a cam. By Year 6, some of the slippers made look professional.

89 Teaching is good and often very good. Teachers encourage originality by providing a wide range of resources. Skills are taught very well. For example, pupils are shown how to use levers to make a pop

up card. The skill is then practised and incorporated into a card designed specifically for a child or an older person. Teachers' subject knowledge is impressive and the tasks provided are challenging for all pupils. For example, in the Year 1/2 class the teacher asked, "How can we make the spider move?". One pupil replied, "We need a pulley and string to lift the spider up and down". Lessons are safely organised and carefully planned. Pupils with special educational needs are supported well. Learning support assistants guide their thinking. They are encouraged to engage in the same problem solving approach as their classmates. This ensures that they make good progress.

GEOGRAPHY

90 The school has made satisfactory improvement in geography since the last inspection. There is now a scheme of work to help teachers in planning their lessons and the quality of teaching has improved at Key Stage 1. Standards are average overall with some good work in Key Stage 2. However, pupils do not achieve consistently well from one year to the next because in some year groups geographical skills are not developed sufficiently. Information and communication technology and literacy skills are used well in the upper junior classes to further learning in the subject, for example to produce a tourist guide.

91 Year 6 pupils apply their skills well when studying a local community in comparison with a village community in Yorkshire. For example, they identify the effect of physical features on the use of land and use co-ordinates to pinpoint sites on large-scale maps. These approaches are successful in helping pupils to compare and contrast the features of the two different settlements. Pupils in Year 5 make good use of atlases to identify countries and capital cities of Europe in an imaginative game based on the location of European football teams. However, pupils in other year groups show little more than factual knowledge of the places studied. For example, pupils at the age of seven have a factual knowledge of settlements but there is little evidence of them understanding the reasons for things being as they are.

92 Teaching is satisfactory overall at both key stages. There is good teaching in Year 4 where pupils experience a wider range of activities and learn skills of map reading, such as comparison of contrasting locations, using symbols to represent weather and examining the link between the water cycle and weather. Pupils with special educational needs are included at all levels of activity except when they are withdrawn for intensive language work. The school recognises that this is not good for the development of their geography skills and is to change practices in the next school year. Where teaching is good, for example in Years 5 and 6, pupils are encouraged to use information and communication technology and literacy to enhance their learning in geography. However, teaching in other classes is less effective because it focuses on factual knowledge and does not put enough emphasis on improving pupils' geographical skills.

HISTORY

93 Standards in history have improved since the last inspection and are above average for pupils of primary school age. Pupils, including those with special educational needs make good progress. This is because the teaching is good. The lessons are carefully planned and supported by appropriate activities, which keep the pupils motivated. Pupils are developing a good understanding of the changes that have occurred in peoples' lives throughout the ages. The subject leader provides good leadership. A good scheme of work provides useful guidance to help teachers to plan their lessons. Systems for assessing and monitoring pupil progress are in place with the teachers making clear links with literacy and information and communication technology.

94 Pupils achieve well in both key stages and acquire important historical ideas. For example Year 2 pupils have a good understanding and factual knowledge of major events. They offer valid reasons why the Great Fire of London spread so quickly and develop a good understanding of changes over time. Similarly in Key Stage 2, in their studies of recent British history, Year 5/6 pupils learn to link cause and effect and use this to explain the reasons for immigration. They understand the reasons for evacuation

during the war and are able to work out good arguments for and against the principle. Year 3 pupils achieve particularly well for their age. For example, they download images of Henry VIII from the Internet and gather further information about his wives. Pupils are interested and often continue with their work at home.

95 The quality of teaching is good at both key stages. Teachers have high expectations of their pupils' behaviour and work. As a result, pupils concentrate and try hard. The intentions of the lesson are always explained clearly and pupils' learning is supported well. Teachers have good subject knowledge and use resources well to bring the subject to life. In Year 3, for example, pupils were taught, through looking at a picture of a woodcut, to deduce the similarities and differences between education in Tudor times and education today. In Year 2 the good use of support materials, which includes books and video snatches, ensures that all pupils are engaged. However, when trying to provide for pupils' different learning needs, teachers tend to expect the more able pupils to write more rather than to extend their historical understanding. When this happens the learning of the more able pupils is held back.

INFORMATION AND COMMUNICATION TECHNOLOGY

96 Pupils achieve well in Key Stage 1 and by that age of seven their attainment is above average. Pupils achieve steadily in Key Stage 2 and attain the standards expected for their age. However, in Key Stage 2 pupils do not have enough opportunities to develop their word-processing skills in other subjects. The high number of Year 6 pupils with special educational needs also affects standards. Standards show a marked improvement since the previous inspection. Support assistants provide positive help to those pupils with special educational needs so that they make good progress throughout the school.

97 In Years 1 and 2, pupils present their ideas in different forms. They use the computer to develop their writing skills and learn to modify a piece of text. They know how to highlight a group of words, enlarge and change the colour. For example, in the Year 2 class, pupils gasped with wonder as they watched the size of their words suddenly become larger. They understand how to alter the style to italics and most can choose the correct font to present their work. By the end of Year 2, all pupils know the purpose of a spreadsheet. They insert data correctly, know how to delete any unwanted information and present this information as a graph, which is correctly labelled. They save and print out their work. In Years 3 and 4, pupils further develop their skills. They clearly illustrate their understanding of how to create a sequence of events. For example, they write their own program to draw the Hindu symbol of peace. They understand the computer language needed to write simple programs, for example, "fd" (forward) and "rt" (right) and know how to make their design rotate. As they move through the school, they further develop their skills in handling data, presenting it in different forms and developing their research skills by using the Internet. For example, they have collected information for their history topic on Goathland and combined the text with an illustration. By the end of Year 6, they are confident and assured. For example, when inputting data on the population of several European countries, they use the correct formula to display a total. The most able pupils could alter the formula to subtract one total from another. Pupils are familiar with the aspect of controlling or monitoring events and employ simulation programs to investigate pattern or relationships. They make good use of the Internet to research information on other subjects and have prepared a multi-media presentation on "The Internet – Good or Bad".

98 The quality of teaching is mainly very good with one excellent lesson observed in the Year 2 class. In the best lessons, teachers have very good subject knowledge, offer very clear explanations, present pupils challenging tasks and establish a positive relationship with their pupils. Throughout the school, teachers have worked hard to develop their skills, plan well, and have good questioning skills which they use well to assess their pupils' understanding. For example, in the mixed Year 4/5 class, the teacher asked, "Are you sure?" and waited for a response. Most pupils work with commitment and enthusiasm and thoroughly enjoy their tasks. They treat equipment with respect and are eager to develop their skills. They discuss their work with each other and share resources amicably. They show

considerable self-discipline with minimal supervision and have a very confident approach to computers. This is particularly so in Key Stage 1 so these pupils make quicker progress than those in Key Stage 2.

99 Pupils benefit from regular lessons taught in the computer suite. This ensures that they all have good opportunities to improve their skills. The recently introduced scheme of work is clear and detailed. When this is carefully adapted to the ability of each year group, pupils have the opportunity to make the progress they should. However, in one mixed Year 5 and 6 class, where planning does not take account of the different abilities, then the more able pupils do not make the progress that they should. The curriculum is well managed by the experienced subject leader who is committed and enthusiastic.

MUSIC

100 Standards are average as they were at the time of the last inspection but some improvements have been made. Teachers now benefit from the guidance provided by a published scheme. This has increased their confidence in enabling pupils to tackle the more challenging aspects of music, such as composing. Standards in singing are average but could be better. When pupils sing, teachers seldom point out the importance of posture, breathing and diction. Consequently, the singing sometimes lacks quality and enthusiasm. The subject does not have a permanent leader who is in a position to check on any weaknesses and remedy them, although the temporary subject leader does teach the subject well in her own class.

101 Pupils achieve steadily in Key Stage 1. In Year 1 pupils achieve well. They learn to recognise different symbols, which helps them to change the tempo or play loud and soft rhythms. The teacher selects interesting pieces for pupils to listen to. This successfully stimulates pupils' imagination. For example, when pupils listened to a piece of music one pupil said, "The music takes me to a dark place and I am lost". The teacher built on this well by asked them to, "Listen again and think about the weather". This helped pupils to imagine a picture very close to the actual music which was an excerpt from 'Vivaldi's Seasons' – Winter. In Year 2, the pace of learning is slower because the teacher asks every pupil to play their instrument in turn and this takes a long time.

102 Pupils continue to achieve steadily in Key Stage 2. In Year 3, pupils achieve well and begin to understand that music is based on different structures. As music is played, the teacher helps them to move their arms or bodies to reflect the changes in the music. Later they compose their own movements to show that they have understood the idea. This is built on in Years 4, 5 and 6 where pupils learn to compose their own pieces using percussion instruments. Pupils with special educational needs make good progress because they are supported well.

103 Teaching is satisfactory overall but there is some good teaching in both key stages. Discipline is good. Pupils are able to listen and to learn. They behave well and participate with enjoyment. Lessons are well prepared. Equipment is set out beforehand and pupils are often arranged in a circle around the instruments on a carpeted area. This promotes sharing, listening to others and working together. In the best lessons, pupils have good opportunities to listen to music or to compose their own. This gives pupils of all abilities good opportunities to work at their own level. For example, Year 5 and 6 pupils relished the opportunity to arrange their own versions of the National Anthem using keyboards and in some cases their own voices. Occasionally, the lesson content is pitched at too low a level. This is because teachers in the mixed aged age classes sometimes select a level of work more suited to the younger age. When this happens, the learning of the older or more able pupils suffers.

PHYSICAL EDUCATION

104 Standards are average and pupils achieve steadily. The school has maintained the high standards associated with extra curricular sport since the last inspection and pupils benefit from the good level of resources. Swimming has improved and by Year 4 there are very few pupils unable to swim. Some

teachers are particularly good in coaching skills in both gymnastic and games. However other teachers still lack an awareness of the need to improve pupils' skills rather than simply provide activities from which pupils might learn.

105 Pupils in Key Stage 2 achieve a good level of success in sports, such as football and netball, and pupils are respected for their sense of fair play when competing. Pupils understand the purpose of a warm up, they follow instructions well and apply the ideas and skills that they are taught. Year 4 pupils, for example, co-operated well and improved their accuracy and control of their batting and bowling when playing rounders. Similarly, in Key Stage 1, pupils used space well when practising dribbling skills in football and hockey. They show good control for their age and work together sensibly in pairs as they dribble and tackle with hockey sticks. Pupils with special educational needs are fully included in lessons. For example, one pupil with significant hearing loss was helped to understand the purpose of the lessons and as a result, performed at a high level.

106 Teaching is satisfactory overall. In Year 4, the teaching is very good. The teachers' enthusiasm encourages pupils to meet new challenges and to raise their performance. The teacher concentrates on improving pupils' skills and uses very effective methods to enable pupils to improve. For example, pupils are asked to watch each other and learn from the good examples. The teacher moves around the groups and coaches pupils individually. More able pupils receive more exacting challenges, such as prompting them to think where they can hit the ball or where to stand when fielding to prevent other scoring runs. As a result of these tactics, pupils' learning is increased considerably. The lesson seen in Year 4 had all the hallmarks of effective teaching and there is equally good teaching of extra curricular sporting activities. However, teaching in some classes is less successful in promoting the development of skills. Lessons are always well organised and well controlled but they sometimes lack the key elements of teaching skills and encouraging pupils to practice to improve their performance.

RELIGIOUS EDUCATION

107 Standards in religious education are average overall with some pupils achieving well in the Year 5/6 class, which is the co-ordinators class. The subject leader provides satisfactory leadership but the curriculum provision is in a period of transition as changes are made to incorporate the recently updated Locally Agreed Syllabus. Currently, some teachers are using the old school scheme of work to plan lessons while some are referring to the new Locally Agreed Syllabus. This is making it harder for pupils to build on earlier learning but the co-ordinator is working on this. Resources for religious education have improved since the last inspection.

108 Pupils achieve steadily in religious education at both key stages with some pupils displaying special strengths in Year 5/6 lessons. For example, using the Ten Commandments as a starting point, the pupils in Year 5/6 were able to give good explanations as to why rules are needed, consider their own thoughts in relation to others and form their own insights. Progress in understanding religious ideas at Key Stage 2 is shown through work on Hinduism. Pupils in upper Key Stage 2, for example, are able to show a more sophisticated understanding of the significance of religious symbols. An examination of their work over the year indicates they are also developing a good understanding of Christianity. At Key Stage 1 pupils know why a church is a special place for Christians. Explanations offered by the pupils embraced the knowledge that a church is somewhere to go for 'peace and quiet', to 'talk to people who have died and to God' and 'a special place for weddings'. Pupils do not achieve as well as they should when the main message of the lesson and the links to religion are not made explicit or when pupils are not totally engaged in all the discussions.

109 Teaching in religious education is satisfactory at both key stages and good in the mixed Year 4/5 and Year 5/6 classes. Teachers manage pupils well and work hard to ensure all pupils are included in the lessons. As a result, pupils behave well most of the time and have good attitudes towards religious education. Learning assistants or the class teacher always sensitively support pupils with special

educational needs, which helps them to make good progress. Teachers' planning is satisfactory but there are not enough opportunities for the more able pupils. For example, work in the pupil's books at Key Stage 1 has examples of identical pieces of writing, indicating it has been copied from the teacher. This holds back pupils who can write their own accounts. When teachers use imaginative ideas to get the message across and question pupils to probe their understanding pupils learn well. In one lesson, for example, to help pupils to understand that the Bible is a special book, the teacher asked them to draw up brief guidance for new children starting at their school. This successfully taught them how the Bible is the Christians guide for living. At Key Stage 1 pupils were being taught that a church is a special place for Christians. The teacher made the lesson intentions clear and illustrated the idea of a special place through some sensitive reading.