

INSPECTION REPORT

CASTLEFORD AIREDALE INFANT SCHOOL

Castleford, West Yorkshire

LEA area: Wakefield

Unique reference number: 108228

Headteacher: Mrs J McNichol

Reporting inspector: Margot D'Arcy
23158

Dates of inspection: 5th – 7th November 2001

Inspection number: 192941

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	3 - 7
Gender of pupils:	Mixed
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Neil Harvey
Date of previous inspection:	March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23158	Margot D'Arcy	Registered inspector	Mathematics Art and design Foundation Stage	The school's results and pupils' achievements How well pupils are taught How well the school is led and managed
19558	Michael Hammond	Lay inspector		Pupils' attitudes, values and personal development How well the school cares for pupils The school's partnership with parents
23081	Carol Waine	Team inspector	English Information and communication technology Music Religious education	The quality of learning experiences
21397	Ingrid Bradbury	Team inspector	Science Design and technology Geography History Physical education Special educational needs Equal opportunities	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is an average-sized infant and nursery school catering for 180 boys and girls aged between three and seven. Throughout the year, the school's roll increases to this level in response to the three admission points for reception and nursery children. Currently, the number of boys and girls is fairly equal, but in some year groups it is imbalanced, with significantly more boys in the nursery and more girls in Year 2. At the time of the inspection, 109 children were attending full-time and a further 76 were attending the nursery on a part-time basis. Pupils are taught in classes that contain others of the same age. Almost all pupils are of white UK heritage and none speak English as an additional language, which is low when compared to the national average. The proportion of pupils with special educational needs, including statements of special need (23 per cent), is broadly average. The range of needs includes emotional and behavioural difficulties, speech and communication difficulties, one pupil with a hearing impairment and one with a physical disability. The proportion of pupils entitled to free school meals (38 per cent) is above the national average. Most pupils live in the immediate vicinity of the school, which, overall, is socially disadvantaged. Children's attainment on entry to the school is well below average. The school is situated in an Education Action Zone¹ (EAZ) but is not a 'named' school and therefore does not receive the additional grants and allowances allocated to these schools.

HOW GOOD THE SCHOOL IS

This is a rapidly improving school. Following a very unsettled period after the last inspection, there was much underachievement by pupils and standards fell significantly. Very good leadership by a new headteacher and senior management team is now providing a clear and successful focus on raising standards. Significant strengths in teaching and a good curriculum are also supporting the raising of standards and pupils' achievements are improving quickly. The school provides good value for money.

What the school does well

- Standards in mathematics are rising rapidly as a result of high quality teaching and a very good curriculum.
- Pupils achieve very well in art and design and by age seven, their standards are well above average.
- Teaching is particularly effective across many subjects in the nursery and Year 1. There are also teaching strengths in some subjects in Year 2.
- Thorough planning and very good systems to check on how well pupils are learning are helping to raise standards and improve pupils' achievement.
- The school welcomes and promotes parental involvement and recognises the important role that parents play in supporting their children's learning.
- Very good leadership and management underpin all the school's many strengths and steer it firmly on its course of improvement.

What could be improved

- Standards in English.
- The rate of progress of children in the current reception class.
- Teachers could make more use of classroom computers.
- Pupils' attendance.

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

¹ An area identified as suffering from significant social deprivation and in which some schools are targeted to receive additional funding to improve aspects of their work and pupils' standards.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

After the last inspection in March 1997, the school experienced a significant period of unsettlement. Standards fell and little success was achieved in addressing the issues for improvement made in the last report. Since the appointment of the current headteacher, however, improvement has been very good. Standards have risen and teaching is much better. The previously noted weaknesses in assessing pupils and planning work to meet their different needs have been tackled very effectively and are now strengths. Co-ordinators now play a significant part in checking on the quality of teaching and learning in the areas for which they are responsible. Parents are provided with all the legally required information.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

Performance in:	compared with			
	all schools			Similar schools
	1999	2000	2001	2001
Reading	E	E	E	D
Writing	E	E*	E	C
Mathematics	E	E	C	A

Key

well above average A

above average B

average C

below average D

well below average E

very low² E*

Seven-year-olds' test results fell significantly after the last inspection and a downward trend followed. However, pupils' underachievement has now been halted. Test results and inspection evidence show that standards are rapidly improving. Although not immediately obvious in the table above (except for mathematics) the 2001 test results reflect considerable improvement over those taken in 2000 when, even in relation to similar schools³, pupils' performance was well below average in reading, very low in writing and below average in mathematics. Particularly noteworthy in the 2001 tests is the significant rise in the proportions of pupils achieving the levels above that which are expected for their age in both the mathematics and writing tests. Although standards in relation to similar schools remain below average in reading, here too there was an increase in the proportion of pupils achieving the higher level. The school sets realistic and challenging targets to improve standards; those set for 2001 were achieved.

Throughout the school, the rate of achievement is good overall. In the Foundation Stage⁴, nursery children achieve very well in all aspects of their work, but progress is slower in the reception class and some children underachieve. The current group of reception children are on target to achieve the expected standards in personal, social and emotional development, and physical development by the time they begin Year 1, but not necessarily in the other four areas of learning⁵. In Years 1 and 2, all pupils make very good progress in mathematics; achievement in reading and writing is good overall and some children are making excellent progress in these subjects in response to high quality teaching. Standards of work in art and design are particularly good and pupils achieve very well in this subject. Pupils achieve satisfactory standards in all other subjects.

² In the bottom five per cent nationally.

³ Based on the proportion of pupils eligible for free school meals.

⁴ Nursery and reception.

⁵ Communication, language and literacy; mathematical development; knowledge and understanding of the world; and creative development.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy school, show interest in their work and try hard.
Behaviour, in and out of classrooms	Good. Pupils behave well in lessons, at play and in the dining hall.
Personal development and relationships	Satisfactory. Pupils understand the need for rules and routines. They get on well with each other and the adults who teach and help them. When given the opportunity, they show responsibility and work well independently.
Attendance	Unsatisfactory, being below the national average. Punctuality is good.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2
Quality of teaching	Good	Good

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

The overall quality of teaching is good, with significant strengths in several areas, but some weaknesses in the reception class. Teaching in the nursery is of a consistently high standard and children make good gains in learning as a result. In reception, teaching is mostly satisfactory, but there are some weaknesses that limit the amount of progress children make. Where teaching is unsatisfactory, the work planned is unchallenging and teacher intervention is not as effective as it could be in promoting learning. In Years 1 and 2, the teaching of mathematics is very good, with the skills of numeracy being taught well in daily numeracy lessons. These skills are also promoted effectively in other subjects. There is much good teaching of English and some that is very good and excellent. Teaching in literacy lessons promotes the skills of reading and writing well, but there is scope to promote these skills better in other subjects. Particular strengths in teaching lie in the quality of teachers' planning, which takes good account of the range of different learning needs in classes. Teachers' good subject knowledge and understanding of how young children learn results in them providing detailed explanations, delivered in ways pupils find easy to understand. Teachers work hard to make lessons interesting and use questioning skills well to involve all pupils and assess how well they are learning. Weaknesses in lessons that are satisfactory overall relate to teachers talking for too long or setting work that does not interest or challenge pupils, such as copying tasks. There is some very good teaching of information and communication technology (ICT) in the computer suite, but teachers do not make enough use of classroom computers to promote learning in this subject. Teachers mark pupils' work well and set individual improvement targets for them. This gives pupils a good insight into their own learning and tells them how they can do better.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum meets statutory requirements. Pupils are provided with a broad and balanced range of stimulating work that motivates them and promotes good learning.
Provision for pupils with special educational needs	Good. Pupils' needs are identified early. Comprehensive individual work programmes are planned for them and as a result they achieve well. Pupils' learning and how well they are taught are monitored very well by the co-ordinator for this aspect.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good in all aspects. Spiritual development is promoted well in assemblies and lessons. The difference between right and wrong is taught and reinforced in many contexts. Pupils have opportunities to take on simple responsibilities and to work in pairs and groups. They are taught about the beliefs and customs of major world religions. Opportunities are found in many subjects to promote both cultural and spiritual development.
How well the school cares for its pupils	Very good. Pupils are well looked after. In all subjects, there are regular and rigorous checks on how well pupils are learning. The school works hard to promote pupils' good behaviour and improve their attendance.

The school is successful in establishing a good working partnership with pupils' parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher has instigated many improvements since her appointment and provides a clear sense of direction for the school to improve. The deputy and senior teacher are also very effective managers and support the headteacher well. Co-ordinators have a good understanding of standards and the quality of teaching and learning in their subjects.
How well the governors fulfil their responsibilities	Satisfactory. Governors are good friends to the school and are involved in many aspects of its work. Their good commitment to attending training is supporting their evolving role in helping to shape the direction of the school.
The school's evaluation of its performance	Very good. The headteacher is aware of the school's strengths and not afraid to admit its weaknesses. Indeed all of the issues for improvement made by this inspection were known to the school and were already being addressed.
The strategic use of resources	Money and most learning resources are used well to promote better standards and achievement. Better use could be made of classroom computers. Most support staff are used well to help pupils learn.

The school applies the principles of best value well in the spending and other decisions it makes. The number of teachers and support staff is good, as is the quality and quantity of learning resources. The accommodation is very good and is well maintained.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• That children like school, make good progress, and are expected to work hard and behave well.• The good quality of teaching.• The approachability of teachers and the head, and the close relationship that has been established with parents.• That the school is well led and managed.• The range and amount of homework.	<ul style="list-style-type: none">• A minority would like the school to provide some out of school activities.• A minority feel they could be better informed about their children's progress.

Inspectors agree with parents' positive views. Evidence shows that good systems exist to inform parents about their children's progress and the quality of annual progress reports is good. There is scope to provide some out of school activities.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children begin school with a range of attainment, but overall, standards are well below average. Although children make very good progress in the nursery, their standards are still below average when they enter the reception class. At present, progress in this year group is much slower than in the nursery and children do not achieve as well as they could. However, the underachievement noted was not evident for last year's group of reception children. Most children currently in reception have the potential to achieve the early learning goals by the time they are ready to begin Year 1. Currently they are on target to achieve the expected goals in personal, social and emotional development and physical development, but not necessarily in the other four areas of learning.
2. The last inspection (1997) judged that standards in reading, writing and mathematics were broadly average; the tests taken in 1998 reflected these inspection judgements. However, the tests taken by seven year-olds in 1999 and 2000 showed significant decline in these subjects, with results in all three being well below the national average. Indeed writing results in 2000 were very low. The school acknowledges the significant underachievement of pupils since the last inspection. The reason provided is the unstable staffing situation at managerial level, from 1998 to January 2000, the impact of which had a negative effect on the quality of most aspects of the school's provision, including teaching.
3. Pupils' performance in the most recent tests (2001) was well below average in reading and writing, but average in mathematics. However, when compared with similar schools, performance was average in writing and well above average in mathematics; in reading, it remained below average. The 2001 results reflect considerable improvement on those taken in 2000 when, even in relation to similar schools, pupils' performance was well below average in reading, very low in writing and below average in mathematics. Particularly noteworthy in the 2001 tests is the significant rise in the proportions of pupils achieving the higher levels in the mathematics and writing tests. Although standards in relation to similar schools remain below average in reading, here too there was an increase in the proportion of pupils achieving the higher level. In 2001, teachers assessed pupils' standards in science as below average, although when compared to similar schools, performance was above average overall, but well below at the higher level (level 3).
4. Over time (1998-2000) the overall performance of girls at the school in reading, writing and mathematics has not been as good as that of boys. However, during the last two years (2000 and 2001) boys have underachieved in relation to girls in all of these subjects. The school has been aware of this and has implemented strategies to raise boys' attainment. These are proving effective and inspection evidence did not find any significant differences between the standards being achieved by boys and girls. Inspection evidence also shows that the rise in writing and mathematics results depicted by the most recent tests looks set to continue. Standards in reading for the current groups of pupils in Years 1 and 2 are better than the 2001 test results indicate.
5. Inspection evidence shows that standards are just below average in English and average in mathematics. Given their well below average starting point, pupils are achieving well in English and very well in mathematics. Literacy skills are developing well in specific literacy lessons, but there is potential to develop both reading and writing skills more fully in other subjects, for example, by pupils using the library to research information and producing independent writing rather than copied work in religious education. Numeracy skills are developing well in daily lessons for this subject as well as in the context of work in other subjects such as science, geography and art and design. Overall, achievement is good in science where most pupils reach the levels expected by age seven. However, higher attainers are capable of achieving somewhat

better results in this subject. Pupils achieve very well in art and design and attain standards that are well above average by age seven. Standards are broadly average in ICT, but improved resources, including a new ICT suite, a better curriculum and improved teaching are resulting in pupils making good gains in learning in this subject. There is potential, however, to promote even better learning in ICT if more use is made of classroom computers. There is insufficient evidence to form secure judgements about standards and achievement in religious education, but in all other subjects pupils are making satisfactory progress and achieve the standards expected by age seven.

6. The standards achieved by many pupils on the school's special needs register are, understandably, below those of other pupils. However, these pupils make good progress toward the targets on their individual education plans and are achieving well in relation to their prior attainment.
7. Although, as an infant school, the school does not have to publish targets, clear targets for improvement are set. These are based on a thorough analysis of pupils' performance in tests and assessments. The action needed to achieve these targets is well documented, implemented and evaluated, and is underpinning the success the school is having in arresting the underachievement that occurred after the last inspection and is supporting the raising of standards. There has been significant improvement in standards since the appointment of the current headteacher.

Pupils' attitudes, values and personal development

8. Pupils are keen to come to school and most show good interest in and care over their work. This was seen in many lessons and is amply demonstrated in the high quality of pupils' work displayed throughout the school. Pupils have developed social skills that allow them to work co-operatively in pairs or small groups and are just as adept at working independently for short periods. They listen enthusiastically to teachers and each other and are confident to answer questions, express opinions, talk about their work and demonstrate what they can do.
9. Behaviour throughout the school is good. Pupils behave well in lessons, whilst walking around the school, at play and in the dining hall. Good behaviour and helpful attitudes were particularly evident in the dining room where pupils chatted happily to each other and adults, and tried hard to show the good manners that are expected of them by staff.
10. Personal development is satisfactory. Pupils are keen to help and take on responsibility such as collecting and returning the registers to the office, moving lunchboxes to the dining room and helping out in class, for instance, by distributing and collecting resources. Although pupils are capable of showing initiative, in many classes there was little evidence of them being given the opportunity to do so.
11. Data shows that attendance is well below the national average, with unauthorised absence being well above; this represents a decline since the last inspection. However, the data is somewhat misleading in that although a minority of pupils' attendance is poor, a significant proportion of the absences is attributable to one or two specific cases, one of which is unavoidable. Most pupils are keen to attend and do so regularly. Overall, attendance is unsatisfactory in that it is below the national average, but the school has a comprehensive action plan to address this issue and is giving it a high priority. Punctuality, both at the start of the day and in the lessons, is good.
12. Children in the Foundation Stage have developed very good attitudes to school. They come into class eagerly and are confident to let their parents leave them in the care of teachers and other staff. They behave well and nursery children are learning how to deal with the general conflicts that sometimes occur between very young children when having to share resources. Reception children have learned to take turns and listen well. Skills of personal development are fostered particularly well in the nursery where children make informed choices about the activities they want to work at. This helps them to sustain interest for longer periods.

HOW WELL ARE PUPILS TAUGHT?

13. Teaching has improved since the last inspection; it is good overall, with some significant strengths. However, there is one shortcoming, namely, the difference between the quality of teaching and learning experiences for children in the nursery and reception classes is too wide. In one class, teaching is consistently very high, whilst in the other it is mostly satisfactory, but occasionally falls short of this minimum standard.
14. A large proportion of teaching (42 per cent) is of a high standard, with 36 per cent being very good and six per cent excellent. Twenty-nine per cent is good and 26 per cent satisfactory; three per cent is unsatisfactory. There are significant strengths in the teaching of mathematics within Key Stage 1⁶. This subject is taught very well in all classes and is promoting pupils' very good learning and rapidly improving standards. Nursery children also make rapid gains in learning as a result of consistently high quality teaching by both the class teacher and nursery nurses. At Key Stage 1, teaching is better in Year 1 than in Year 2, with 70 per cent of lessons being very good or excellent as opposed to 18 per cent in Year 2. Nevertheless, over half the teaching in Year 2 is good and none is unsatisfactory, which is commendable. Teaching in English is good overall, with some excellent teaching in Year 1. Good teaching in this subject promotes effective learning of literacy skills and is underpinning the improvements that are being made to standards. However, there is scope for teachers to improve the range of opportunities they provide to develop literacy skills within other subjects. Conversely, teachers are good at promoting pupils' learning of numeracy skills, both within specific numeracy lessons and in other subjects and contexts.
15. Another strength lies in the good teaching of pupils with special educational needs. Much is done to ensure that these pupils are fully included in lessons. Teachers are aware of the targets in pupils' individual education plans and make good use of these when planning work for them. For example, they give careful thought to how the work planned for the class can be adapted to allow pupils full access to lessons. They are skilled in modifying their questions to these pupils, so as to challenge them, whilst at the same time, allowing them to achieve the success they need to bolster their self-esteem and good attitudes to learning. Work is generally provided at a suitable level to enable pupils to move ahead and learning for these pupils is good as a result. Praise is used effectively by both teachers and support staff, which, again, promotes pupils' self-esteem and encourages them to try hard.
16. Most teachers make good use of support staff to assist pupils' learning. These staff work effectively with groups, including pupils with special educational needs. Their impact is most effective when they have been given clear information about what their role should be during whole class instruction and group work, including how much help they should give pupils and the key learning points and vocabulary they should promote. Where these staff are also involved in aspects of planning and assessment, their impact is even better.
17. Children in the nursery and reception classes receive very different teaching and learning experiences. Some weaknesses in teaching in reception are resulting in children underachieving, either because the work provided is insufficiently challenging or, on occasions, too difficult. The quality of planning in both classes is of the same high standard. However, the way the planning is put into practice is markedly different. Teaching in the nursery shows that the teacher and nursery nurses have a thorough understanding of the learning needs of young children. They use this to organise the classroom and the outdoor area into stimulating learning environments that, rightly, encourage play, investigation and the development of children's independence as central features. There is an appropriate balance between the activities children choose for themselves and those organised and led by adults. The reception class is also organised well, but although children are given opportunities to make choices about the activities they will undertake, these contain very little structure. The result is that play becomes aimless and children learn little, moreover, their involvement, concentration and perseverance soon wane. The quality of teacher involvement differs too. The best is characterised by clear explanations, demonstrations and questioning, and by staff intervening productively in 'child-chosen' activities and children's play.

⁶ Key Stage 1 includes pupils in Years 1 and 2.

For example, by modelling spoken language (verbalising what they are doing) as they play alongside children; posing questions that encourage children to talk about what they are doing; and providing sufficient time for activities to develop. Intervention is less effective when the role of the teacher is mostly supervisory, too much questioning is superficial and time is not used as well as it could be.

18. Much of the teaching at Key Stage 1 is good or better. Really effective lessons are characterised by a number of common factors, for instance, teachers' secure subject knowledge. This is evident in their clear and detailed explanations, demonstrations and instructions to pupils, and in their use and promotion of technical vocabulary. This was exemplified very well in science lessons in both Years 1 and 2 where, respectively, pupils learned the names of different light sources and food groups. The best lessons also involved very good use of questioning and discussion, a significant amount of direct teaching to the whole class and a brisk pace. Many mathematics lessons embodied these features. For example, teachers ensured that numerous pupils were involved in answering questions and explaining their work. Questions to pupils were probing and well targeted to their different prior attainment. Time was well managed with a good balance between teacher instruction and explanation and pupil activity. In many lessons, teachers provide pupils with time limits to complete work, which creates a sense of urgency and motivates them to work hard.
19. Another strong feature is teachers' use of assessment; very detailed lesson plans stem from this, in terms of identifying work that builds on what pupils have already learned and adapting work to suit the learning needs of pupils of different prior attainment. Well-targeted questioning to different pupils acts as a strong evaluative tool in most lessons and comments to pupils about their work, both verbally and through marking, strike the right balance between celebrating and encouraging their efforts, and giving them achievable targets and developmental points to help them improve. All of this, together with the specific targets that teachers set for pupils, as a result of their ongoing assessments, gives pupils a very good insight into how well they are learning. Similarly, the way teachers share the learning objectives of lessons with pupils, using accessible 'child-friendly' language, involves them very much in the learning process and is supporting improved standards and achievement.
20. In a few lessons, lack of pace slowed the rate of learning, mostly because teachers talked for too long or spent too much time addressing minor behaviour issues, many of which occurred because their delivery was too drawn out. In some lessons, the activities provided for pupils to complete independently were uninteresting and did little to promote learning; for example copying tasks. Although there is some very good teaching of ICT in specific lessons for this subject held in the ICT suite, teachers do not make enough use of classroom computers. Overall, homework is used satisfactorily to support the work pupils do in class and there are some good homework tasks provided in mathematics. The marking of pupils' work is done regularly. It is good overall, and particularly effective in Year 1, in terms of giving pupils useful information to help them improve.

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

21. The curriculum is broad and balanced and meets all the statutory requirements for the National Curriculum, the Foundation Stage and religious education. The school provides a very well planned and stimulating curriculum that meets the needs and interests of all its pupils and provides well for their academic and personal development. The quality and range of learning opportunities are good and are enriched by an appropriate range of trips and visitors to the school. The National Literacy and Numeracy strategies have been implemented successfully. The implementation of the Numeracy Strategy has proved to be particularly effective in raising standards considerably in a relatively short time. Whilst the literacy strategy is equally well planned and is supporting improving standards, it has taken longer to fully establish and resource. The main weakness in the curriculum is the fact that whilst ICT is well taught in the computer suite it is not yet established as an everyday tool for learning in classrooms. Staff have worked hard to resolve the weaknesses in short term planning identified in the last inspection

and improvements are good. There are clear learning targets matched to the National Curriculum for each lesson and these are shared with pupils so that they know exactly what they are going to learn.

22. The curriculum for the Foundation Stage is very well planned and follows the suggested national guidelines for all areas of children's learning. The planned curriculum meets the needs of all children well, detailing a broad and balanced programme of learning experiences to promote their intellectual, physical and personal development and prepare them for the next stage of learning. These learning experiences are implemented particularly well in the nursery, providing children with an exciting start to their education. In the reception class, the implementation of the planned curriculum has shortcomings that hinder the progress children make.
23. Since the last inspection, new whole school schemes of work have been introduced, reflecting much hard work by subject co-ordinators. These are successful in supporting the step-by-step development of what pupils should know, be able to do, and understand. A very effective framework for planning is implemented consistently throughout the school. This builds steadily from term to term and year to year and is well matched to the National Curriculum and pupils' needs and interests. Assessment information is very well used throughout the school to amend planning and improve the curriculum in the light of pupils' successes or difficulties. Very good systems to check the quality of teaching and learning are in place, particularly in English and mathematics and these enable co-ordinators to improve provision for their subjects. The curriculum is much enhanced in some subjects by the quality of resources selected to stimulate and involve pupils in learning. For example, some of the very good literacy resources were specifically chosen to interest boys, whose attitude to learning had been a cause of concern.
24. The school fully responds to the Code of Practice for the identification and assessment of pupils with special educational needs. Pupils are identified early and fully included in all aspects of school life. Individual education plans are clear and well focused. Record keeping and maintenance of pupil files are very good. Classroom assistants are usually well deployed in supporting individuals and small groups of pupils. The school is fully committed to providing equal access and opportunity for all pupils, and policies for equal opportunities are well understood by adults and consistently implemented. There is no significant difference in attainment because of gender, disability, race or culture; teacher questioning and the allocation of jobs and responsibilities to pupils shows no bias towards any group. A sound range of educational visits enriches and supports the curriculum, including visits to transport and toy museums, the east coast town of Hornsea, and local churches and shops; no pupils are deprived of visit opportunities through cost.
25. The programme for personal, social and health education is good. Pupils have regular opportunities to discuss a variety of issues and to learn how to accept personal responsibility for issues that arise in their lives. This is developed particularly well in religious education and science lessons. The school has recently developed a sound draft policy for sex education, which has yet to go to parents for consultation. Although there is no written policy for education on the misuse of drugs, staff have had training and include this aspect at suitable points in science studies on healthy living.
26. The school has made sound links with the community to enrich learning opportunities. Visitors, such as a local poet and the literacy and ICT governors, provide useful expertise in lessons. Improved links with the adjoining junior school have resulted in greater communication about ensuring progression in learning experiences; for example, joint staff training sessions have been held. Pupils from the special school that shares the same site visit, for example, to attend assemblies and performances. This, and Airedale pupils' return visits, promotes a growing understanding and respect between both sets of pupils. Governors, who are linked to specific subjects, come into school to learn about their particular area and to help pupils with reading. The male volunteers provide good role models for boys.
27. Provision for the spiritual, social, moral and cultural development of all pupils is good in all aspects and standards have been maintained since the last inspection. Good provision for

- spiritual development provides time and opportunity for pupils to reflect on aspects of their lives, during assemblies and in lessons. For example, during collective worship, pupils are given opportunities to be calm whilst listening to quiet music and are encouraged to reflect on the theme of the day. A sense of awe and wonder is fostered in lessons, such as in science when pupils gasped with delight when uncovering baskets of vegetables. In a range of subjects, pupils are encouraged to discuss and share what they have learned and thereby develop an awareness of their own self worth through celebration of their efforts and successes. There is a strong sense of purpose within the school that encourages all pupils to value themselves and others.
28. Provision for moral development is good. There are clear systems to ensure that all pupils have a good understanding of right and wrong. Rules are positive and encourage pupils to adopt appropriate attitudes and behaviour within the school community. They are encouraged to understand the consequences of their actions, to be honest and to contribute to the welfare of others in the school and wider community. For example, older pupils support younger ones with reading.
29. Provision for social development is good. Adults provide very good role models and pupils are consistently encouraged, through praise, to learn appropriate social skills in relating to adults and each other. New pupils are made welcome and the caring ethos quickly helps them to fit in to the school's routines. Pupils are encouraged to take on responsibility and to work together co-operatively in lessons, sharing equipment and helping each other. An annual weekend residential visit by pupils in Year 2 not only extends work done in school, but also gives valuable opportunities to develop social skills and independence. There are no regular extra-curricular clubs for pupils, but the school arranges a variety of out-of-school events, which also involve parents. Some, such as discos, are well supported, but others attract only a few families. Pupils are encouraged to show a responsibility to the wider community by contributing to initiatives to support a variety of charities.
30. Provision for cultural development is good. The religious education curriculum helps pupils understand the importance of world faiths and cultural customs. For example, pupils in Year 2 learn about Judaism and enjoy tasting the foods that Jews eat to celebrate the festival of Rosh Hashanah. This work is extended well in daily acts of collective worship. The curriculum offers a range of activities to develop pupils' awareness of other cultures through many subjects, such as art and design, music, history and geography. For example, after reading a literacy text about an African girl, pupils undertook a wide range of work on African art, music, fruits, birds and animals, and wrote stories and letters, comparing their life with hers. Resources, such as books and musical instruments, and displays reflect a good range of ethnic diversity.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

31. The school and nursery provide a very happy, caring and stimulating environment where pupils' welfare is a high priority. There is a good child protection policy; all staff have received recent training in this area and fulfil their responsibilities well. There is an effective health and safety policy. Checks of the site occur regularly and there are good arrangements to deal with sick or injured pupils. Teachers and other staff ensure that, where necessary, appropriate health and safety procedures are implemented in lessons.
32. Teachers and support staff have a very caring attitude towards the pupils and want the best for them. The friendly and caring way in which pupils and parents are greeted at the beginning of each day sets the scene for effective learning. Teachers know pupils and their families well, which helps them monitor and support their progress and personal development.
33. The school is committed to a positive discipline and behaviour policy, which is applied consistently by teachers and other staff. As a result, the school functions as an orderly and caring community. Parents are encouraged to contact the school should a problem arise and feel confident that this will be dealt with professionally and sympathetically. Supervision of the children during lunchtime and other breaks is good. The school has recently revised its procedures for monitoring and improving attendance and these are now good. Recent data shows that attendance is beginning to improve.

34. Pupils with special educational needs are well supported. Identification of these pupils occurs early and initial concerns are well documented. Thorough termly reviews of pupils' individual education plans occur. Pupils with statements receive the specified provision and good deployment of support staff ensures all pupils have full access to the whole curriculum. The school's good inclusion procedures ensure that the needs of all pupils are fully addressed.
35. The way the school monitors pupils' academic performance has improved significantly since the last inspection and this aspect is now very good. Daily assessments linked to the learning objectives of lessons are carefully recorded on class record sheets and inform future lesson plans. Assessments of pupils' standards are conducted in all subjects, with records providing a very informative picture of progress. The system used to assess the standards and progress of children in the Foundation Stage is of a similarly high standard. Here very good use is made of national guidance to identify what children are able to do at various stages in their development from age three to the end of the reception year. Assessment is a key element of the daily routine of teaching. In the nursery in particular it is working very effectively, with staff taking photographs and jotting down notes of what children accomplish as it happens and using this information to plan activities for the class and for specific groups and individuals to promote learning. Pupils with special educational needs are additionally assessed against the targets in their individual education plans, which are regularly modified to ensure progress is continuous and well tracked. Assessment information is used well. At class level it is used to set individual targets for pupils, for instance in literacy and numeracy. At a whole school level, performance data from tests and assessments is used to identify weaknesses in aspects of subjects so as to plan action for improvement, including the setting of targets for improved performance in tests.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

36. Parents' and carers' views of the school are very positive. Many said how welcome they feel in the school and how much they appreciated the many opportunities open to them to become involved. They feel that the staff care deeply about their children and that they are looked after and taught well. The partnership between parents and the school deteriorated somewhat after the last inspection, but the significant efforts that have been made to re-establish this are proving highly successful and improvement since the current headteacher's appointment has been significant.
37. The impact of parents' involvement with the school is good. A number of parents and grandparents act as volunteers, for instance, helping out in lessons and hearing children read. There is an active 'Friends' association that meets weekly to organise events and talk through a number of issues with the headteacher. The association has helped organise a number of successful social and fund-raising events to improve resources. The weekly literacy workshops held for parents are proving successful in helping parents provide effective support for their children's learning at home. Similarly, the ICT course for parents is much appreciated, not least because of the help it gives them in understanding the work their children are doing in school.
38. The quality of information given to parents is good. This includes a half-termly newsletter and regular update letters about the school and the ways parents can help. Parents are kept informed of their children's progress through two formal consultation evenings and a well-written annual report. A weekly 'open school' is organised so that parents can drop in to see their children's work and informally chat about this with the teacher and other staff. Pupils with special educational needs are very well supported and every effort is made to ensure that parents are involved and receive information about their child's progress. The availability of the special needs co-ordinator, one day a week after school, to offer advice and support to parents of these pupils is a very good aspect of provision.
39. There is a home-school agreement in place and, overall, the contribution of parents to children's learning at school and at home is good. The majority support the school's homework policy and make good use of the reading lists and reading diaries that are sent home.

HOW WELL IS THE SCHOOL LED AND MANAGED?

40. Soon after the last inspection, the school's management underwent considerable turbulence due to an extended period of absence through illness of the previous headteacher. This, understandably, placed considerable constraints on the school's development and for a period of two years little substantial improvement was made in response to the key issues identified by the last inspection; indeed standards declined and pupils underachieved. However, since the appointment, just under two years ago, of the current headteacher, improvement has been significant. The decline in standards has been arrested; test results are rising and many aspects of the school's provision have improved. The headteacher has a clear vision for the school's development that has raising standards and the success of pupils at its heart. In this drive for improvement the impact of a very able deputy and senior teacher, who together with the head form the senior management team, has also been highly effective. The quality of leadership and management provided by the headteacher and these key staff is very good and is one of the school's strengths.
41. There is very good monitoring and evaluation of the school's performance that leads to effective action to secure improvements. Upon her appointment, the headteacher lost no time in monitoring the quality of teaching and identifying where improvements were required. This, together with similar involvement from the deputy, other key co-ordinators (for example, of literacy, numeracy, special educational needs and foundation stage) and local education authority advisers, resulted in a very good programme of staff development that is continuing. Along with regular checks on pupils' work and direct intervention to address weaknesses in teaching, these measures underpin the improvements that are being made to standards, achievement and teaching. A further factor is the detailed analysis and interpretation of performance data. This has helped the school to focus on the most important priorities for improvement and supported the setting of realistic and challenging targets to improve the standards of all pupils and of specific groups, such as boys. The rigour of the monitoring systems assists in the production of a very good development plan to lead the school forward. The priorities identified in the plan are the right ones for the school at this time and are mapped out in detail showing step-by-step action, the individuals responsible for securing it, the costs involved and the criteria against which success will be measured and evaluated.
42. The management of special educational needs is very good and has improved since the last inspection. The special needs register is up to date and meticulously kept. The criterion for moving pupils on and off the register is good and the needs of pupils are regularly reviewed. The co-ordinator uses her release time very well to support, observe and work alongside teachers and support staff. The special needs governor takes a keen interest and is regularly updated through meetings with the co-ordinator.
43. Governors, many of whom have joined the governing body since the last inspection, are a dedicated team and keen to help the school improve. They have a satisfactory understanding of the school's strengths and the main areas where improvement is needed. In this they rely significantly on information from the headteacher and other senior managers. Their role in shaping the direction of the school is evolving. Governors are gaining further information about the school's work through the links that have been established between individual governors and subjects, and through regular visits to classrooms where many help to support pupils' learning. Regular training sessions for governors are being established, with attendance at past sessions reflecting governors' clear commitment to learning about how to implement their roles and responsibilities as effectively as possible.
44. Money and learning resources, including support staff, are used well and are helping to promote better standards and achievement. The only notable exception is in the use of classroom computers, which are underused. The way in which support staff are deployed is particularly effective in most cases, especially when teachers involve them in planning and assessing pupils' work. The school has been very successful in managing specific grants, such as those for special needs pupils and staff training. The strategies implemented to deal with the significant deficit budget that existed when the headteacher was appointed have been very effective. The

school is, understandably, unhappy that despite being in an Education Action Zone, it does not receive any additional funding to support its drive to improve standards, although the junior school in the same building does. The principles of 'best value' are applied well by the headteacher and governors in the spending and other decisions they make to improve the school.

45. The number of teachers and support staff is good. All are adequately trained and work hard to provide the best for pupils. Day-to-day administration is unobtrusive and provides good support for the smooth running of the school. Resources to support teaching and learning are good overall and have improved since the last inspection. They are particularly good in English and art and design. The accommodation has also improved and is now very good. In particular, the recent refurbishment of the Foundation Stage has provided bright, stimulating and child-friendly indoor and outdoor learning environments. Other classrooms are a good size and the large practical work bays adjoining them provide much additional workspace. There is an attractive library and the hall is a pleasant venue for assemblies, lunchtime eating and physical education lessons. The very high quality of display found in classrooms, corridors and work bays stimulates pupils' interest in learning and shows the care that is taken and importance placed on celebrating pupils' work. The building is maintained to a high standard of cleanliness.
46. In the last two years, very good improvement has been made in relation to all of the issues raised by the last inspection. The headteacher and other senior managers have a clear view of the school's present strengths and weaknesses. None of the key issues made by this inspection have come as a surprise. Indeed, for each one, measures were already being implemented to secure improvements.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

47. The headteacher and governors should now:

(1) Improve standards in English by:

- Providing more opportunities to develop literacy skills across the curriculum.
- Providing more opportunities for pupils to use the library to develop research skills.
- Reducing the amount of copying tasks and ensuring the work for lower attainers is interesting.
- Making better ongoing use of ICT to support literacy skills in English and literacy lessons and across the curriculum.
- Continuing to implement the very good action plan to improve standards in English.

(Main paragraphs 60-68)

(2) Improve the rate of progress of children in the reception class by:

- Extending the already good programme of monitoring and intervention that is being implemented.

(Main paragraphs 13; 17; 48; 50-59)

(3) Increase the use of classroom computers to promote better standards and achievement in information and communication technology.

(Main paragraphs 96)

(3) Improve pupils' attendance.

(Main paragraph 11)

In addition to the key issues above, governors should consider the following, less important, weaknesses for inclusion in their action plan:

- reduce the amount of copied work in religious education (107);
- provide more challenge for higher attainers in science (5; 74; 76).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	31
Number of discussions with staff, governors, other adults and pupils	28

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	11	9	8	1	0	0
Percentage	6	36	29	26	3	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than three percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	38	109
Number of full-time pupils known to be eligible for free school meals	N/A	41

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs	2	0
Number of pupils on the school's special educational needs register	4	30

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	6
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	6.0

Unauthorised absence

	%
School data	1.1

National comparative data	5.2
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National comparative data	0.5
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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 2)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	30	17	47

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	21	26
	Girls	13	15	16
	Total	32	36	42
Percentage of pupils at NC level 2 or above	School	68 (62)	77 (58)	89 (80)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	24	26
	Girls	14	16	15
	Total	34	40	41
Percentage of pupils at NC level 2 or above	School	72 (62)	85 (78)	87 (78)
	National	85 (84)	89 (88)	89 (88)

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	99
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	6
Number of pupils per qualified teacher	18.1
Average class size	22

Education support staff: YR – Y2

Total number of education support staff	4
Total aggregate hours worked per week	

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	38
Total number of education support staff	4
Total aggregate hours worked per week	
Number of pupils per FTE adult	13

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

Exclusions in the last school year

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

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

Financial information

Financial year	2000/01
	£
Total income	387,365
Total expenditure	342,335
Expenditure per pupil	1773
Balance brought forward from previous year	-6990
Balance carried forward to next year	38,040

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate: 40%

Number of questionnaires sent out	185
Number of questionnaires returned	74

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	77	19	4	0	0
My child is making good progress in school.	66	32	0	0	1
Behaviour in the school is good.	57	32	4	0	5
My child gets the right amount of work to do at home.	42	26	5	4	4
The teaching is good.	70	26	1	0	3
I am kept well informed about how my child is getting on.	46	34	11	7	0
I would feel comfortable about approaching the school with questions or a problem.	68	28	4	0	0
The school expects my child to work hard and achieve his or her best.	66	28	0	0	3
The school works closely with parents.	47	32	7	5	5
The school is well led and managed.	57	34	3	0	7
The school is helping my child become mature and responsible.	57	38	3	0	1
The school provides an interesting range of activities outside lessons.	16	34	8	8	22

Other issues raised by parents

Parents were keen to point out to inspectors that they had noticed many improvements since the appointment of the current headteacher in January 2000.

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

48. At the time of the inspection, 84 children were in the Foundation Stage; 76 were attending the nursery on a part-time basis and eight were attending full-time in the reception class. When children start in the nursery, many have very low standards in personal, social and emotional development; communication, language and literacy; and mathematics. Consistently high standards of teaching in the nursery result in these children making very good progress. Despite very good teaching, the low standards on entry to the nursery mean that for many children, standards are still below average when they begin the reception class. Currently, progress is much slower in reception because teaching quality is mostly satisfactory and occasionally unsatisfactory. As a result, some children are not achieving as well as they could. However, the school's management is aware of the situation and has implemented an effective monitoring and support programme to ensure children do not underachieve. Currently, most children are on target to achieve the early learning goals in the personal, social and emotional, and physical areas of learning; some higher attainers are already achieving some of the goals in other areas such as communication, language and literacy and mathematical development. However, although most children are capable of achieving all the specified goals the current slow rate of progress in the reception class is preventing them from achieving their potential.

Personal, social and emotional development

49. Teaching and learning are good overall. All adults are very caring, supportive and encouraging, which promotes children's very good attitudes and enjoyment of school. Teachers and nursery nurses constantly promote children's behaviour, which is good. Children learn simple rules and routines for working and playing together. For example, they are taught to share, take turns and think about others. Reception children learn to walk sensibly in a line as they move to different parts of the school. They are learning to cope with the new experiences of attending school full-time, such as daily assemblies and eating and playing with older pupils. Children develop skills of independence, including making choices about aspects of their work, mixing paint and tidying away resources. Children are also helped to become independent in managing aspects of their personal care, such as going to the toilet and washing their hands. Most adults provide excellent role models, listening with genuine interest to children and praising their efforts; this supports children's self-esteem and confidence very well. Indeed many children try hard to emulate their teachers in this way, for instance, in praising each other's paintings or models. Social development is constantly promoted. For example, when gathered together to talk about their work, children are encouraged to listen carefully and take turns. The very good relationships between children and adults produce a happy and trusting learning environment which supports the very good progress made in this aspect of the curriculum.

Communication, language and literacy

50. Teaching and learning are variable, being very good in the nursery and satisfactory overall in reception. Most children have positive attitudes to books and reading because teachers and other adults promote this aspect well. They make story-time special by reading texts that are relevant to children's understanding of the world and which interest and excite them. Teachers read expressively, showing the illustrations, pointing to the print and encouraging children to join in with repeated sections and rhyming words. In the nursery, short sessions focusing on letter sounds are working well. For example, in promoting the sound 'r' the teacher made very good use of objects beginning with this sound to help children make the appropriate association. Similarly, nursery children are beginning to recognise their name through the teacher's thoughtful use of flash cards depicting these. Well structured activities that are carefully supervised by adults are helping these young children develop skill in holding pencils correctly and forming letter shapes, initially by tracing over letters, then forming them underneath the teacher's model. Nursery staff are very good at promoting children's speaking and listening skills in specifically planned

activities and in a range of incidental contexts throughout the day, including effective intervention in role-play where they encourage and extend children's creative use of speech.

51. Reception children's handwriting shows good development, with more accuracy and control developing over the size and orientation of letters. These children know some letter sounds, but are still unsure of many. Lower attainers occasionally confuse letters with numbers and many children are still unsure of the difference between letters and words. Higher attainers recognise some familiar words and character names from their reading scheme books, but most reception children are still at the stage of talking about the illustrations, although most understand the purpose of print. Teaching in reception is mostly satisfactory, but there are some weaknesses in the teaching of letter sounds in that children are given incorrect sounds as models, which will ultimately hinder their progress in blending sounds together to aid reading and writing.

Mathematical development

52. Teaching and learning vary from very good in the nursery to satisfactory in reception. In practical activities in a range of contexts, including action songs and rhymes, nursery children learn basic counting and mathematical skills such as sorting, matching and comparing. For example, in a matching game based on road signs they learned how to identify and name triangles and circles. Photographic evidence shows them comparing different lengths of liquorice. In sand and water activities children gain practical experience of mathematical ideas such as capacity and size. Adult intervention in these activities is productive in promoting key vocabulary such as *'full'*, *'empty'*, *'small'* and *'big'*. Most reception children count confidently to 20. In a numeracy lesson for these children, the teacher made good use of a puppet to motivate them to count. The resource interested the children and sustained their attention well, thus helping them to notice if a number was said out of sequence by the puppet. This session worked well and promoted good learning of counting skills. However, the recording task that followed (cutting out numerals to 10 and ordering them) was only appropriate for the higher attainers. Others were confused and made many mistakes when sticking the numerals on their sheet.

Knowledge and understanding of the world

53. Teaching and learning in the nursery are very good. There is insufficient evidence to make secure judgements about the quality of teaching and learning for reception children. However, both nursery and reception classrooms provide stimulating environments where children can use their senses to explore a wide range of natural and made objects, thus promoting early scientific skills of observation and description. For example, they investigate wet and dry sand, seeds, shells, leaves, branches and different coloured water. Nursery children watch and describe how snails move. In baking activities, children learn how materials change when liquid is added; this occurred when reception children were making sweets. They were also prompted to note and explain how the dough felt and reacted as they moulded and shaped it. Nursery children explore the texture of various collage materials as they produce 'red' pictures. In this, and in their exploration of soil, teaching staff encourage them to use descriptive vocabulary to say what the materials look like and how they feel.
54. Play with construction apparatus occurs in both classrooms on most days. Children learn how to join commercial products to make models, which become more sophisticated as they get older, for example, incorporating wheels on vehicles. In the nursery, children make very good use of reclaimed materials such as different sized boxes and tubes, and explore ways of joining these, for example, with glue and sticky-tape. In such work they have made their own musical instruments.
55. Early historical skills are promoted effectively as children are encouraged to talk about recent past events in their lives such as holidays and birthdays. In geography, they learn about the work of significant people in the community. This work is enhanced by a wide range of visitors such as fire fighters, police officers and health visitors. Children are interested in computers and other technology and are making good gains in learning how to use this. For example, nursery children understand that the buttons on the listening centre make the story start and stop, while

reception children are more skilled in using these to wind the tape in different directions. Nursery children are fascinated by the photographs of themselves that play on the computer screen. These arouse children's interest and provide an effective stimulus for the development of speaking skills. In a specific ICT lesson in reception, all children had an opportunity to explore how to make a programmable floor robot move forwards and backwards by using the arrow and number keys. They showed great enthusiasm for this and learned that the bigger the number they put in the further the robot moved. When using art software children develop control of the mouse and explore how to make patterns and pictures on the computer.

Physical development

56. Teaching and learning varies from very good in the nursery to satisfactory in reception. Nursery children have very good daily opportunities to use a wide range of equipment to support the development of skills such as running, jumping, climbing and balancing. They enjoy and gain confidence and skills in riding and manoeuvring bicycles and other pedalling, pushing and pulling toys and in using the climbing frame imaginatively. There is also a good supply of small games equipment with which the children learn sending and receiving skills such as throwing, catching and kicking. Nursery staff intervene well in outdoor play, striking the right balance between supporting children's confidence and encouraging them to be adventurous. In an outdoor lesson for reception children, large movements were consolidated satisfactorily through the opportunities that were provided for them to use and control balls, beanbags and hoops. Children also learned how to work in pairs and small groups. However, more could have been achieved with an input from the teacher that extended beyond supervision.
57. In the nursery, a range of thoughtfully planned activities promotes effective development of children's small physical skills. They handle small equipment and tools such as beads, jigsaws, pencils, paintbrushes, scissors and glue spatulas with increasing dexterity. When working with malleable material such as play-doh, adults encourage them to roll, pinch and use tools to make marks and patterns. Reception children engage in these types of activities too, which consolidates developing skills, but there is less structure to the activities and less effective teacher intervention so progress is slower.

Creative development

58. Teaching and learning varies from very good to unsatisfactory. In the nursery, an extensive range of opportunities is thoughtfully planned and provided to allow children to develop creative skills. The teacher and support staff enhance learning very well by taking a full part in play activities, developing children's imaginative skills alongside skills in many other areas of learning at the same time. In artwork, nursery children use a wide range of media to create pictures and models in two and three dimensions. During the inspection, the teacher worked with small groups making prints of leaves. The activity was carefully structured, in that although the teacher taught the children how to make a print, she did not control the outcomes, so each child produced an individual work. Throughout, the teacher promoted children's spoken language and heightened their sensory understanding and exploratory skills as well as promoting mathematical awareness. For example, the children were encouraged to look at, and describe the size, shape and colour of the leaves and to feel the veins and the different textures of the upper and undersides. Older children made considered choices about which leaves they would use and where they would be positioned, whilst the very young children gained much from simply enjoying the tactile experience; each child was allowed to engage in the activity at their own level. From an early age, children learn how to mix their own paints and to choose the resources they want to include in, for example, their red collage pictures. Creativity is further enhanced in the wide range of role-play opportunities in the nursery and in the opportunities to play musical instruments, exploring the sounds they make and different ways to play them. Nursery children learn the words and tune of a wide range of well-known action songs and sing these enthusiastically.
59. Reception children enjoy painting and show good control over mixing different colours. They include extended detail in the pictures they create; the models they make with play-doh also

become increasingly detailed. In role-play, they interact well with each other, taking on roles and using different voices. However, many do not sustain interest in this type of activity for very long and move quickly between numerous activities that they are given the option of working in. Overall, the lack of any definite structure to these activities or productive teacher intervention limits their learning potential. Similarly, these children made little progress in an art lesson requiring them to draw, from observation, branches containing berries. Primarily this was because the teacher did not promote the skills of looking closely, effectively or frequently enough, and the range of resources provided was limited and uninspiring. The work of those who were not involved in the drawing activity was not structured to promote creative skills, which was the prime focus of the session.

ENGLISH

60. At age seven, standards are just below average. Although this reflects a decline since the last inspection, standards are rising. The most recent test results (2001) together with inspection evidence show that the underachievement that occurred from the unsettled period after the last inspection has been halted. Although the most recent test results showed that most Year 2 pupils were achieving the levels expected for their age (Level 2), the significant number with special educational needs or who were lower attainers brought the overall results for the year group down. However, these pupils achieved well in view of the fact that when they entered the reception class most were not achieving the levels expected for their age.
61. In the national tests in 2001, results were well below the national average in reading and writing. Compared to similar schools, however, results were below average in reading but average in writing. This reflected a commendable improvement in writing, where results had previously been in the bottom five per cent of schools nationally. In reading, there was satisfactory improvement amongst the lowest attainers but only a slight improvement for average and higher attaining pupils in relation to that achieved for these groups in writing and mathematics. There were nearly twice as many boys as girls taking the tests and, as girls nationally attain better results than boys in English, this had some adverse effect on the school's test results. The attainment of boys at the school has been much worse than that nationally. The school has identified this weakness and is tackling the problem successfully, for example, by providing activities and resources that particularly appeal to boys.
62. The school is determined to raise standards in English and has identified this as a key priority for improvement. To this end, high but achievable targets are set. Currently, whilst standards are still a little below average at seven, they are being raised through improved planning which is tightly linked to teachers' ongoing assessment of pupils. Pupils now achieve well because of effective literacy lessons and the introduction of very good new assessment procedures, which are being used to set improvement targets for individuals and groups. Teachers record success in lessons and ensure their future plans build well on previous work. Pupils' progress toward targets is regularly checked. Targets are clearly displayed at pupils' tables so they can see at a glance what they are aiming for and check how well they are learning. Pupils with special educational needs also make good progress toward the targets on their individual education plans. This is because teachers make good use of these in planning work for them and use classroom assistants effectively to support pupils in lessons.
63. Overall, standards of speaking and listening are close to the average by the end of Year 2 and pupils make good progress. Pupils throughout the school listen carefully, in large and small groups, because they are interested in what teachers and other pupils have to say. Teachers and support staff take care that pupils develop an understanding of new vocabulary and learn to pronounce it correctly. Pupils' confidence in speaking and expressing their ideas develops well because of the many opportunities to talk to the class. At age seven, most have an average range of vocabulary and are confident in speaking aloud to the class or the school. They express their ideas and thoughts at a satisfactory level.
64. Reading is given a high priority. The success of the school's strategies to improve standards is evident in the gains pupils make in learning to blend letter sounds together to read unknown

words and in their improved understanding of what is read. Pupils enjoy a range of texts and quite a few express preferences in reading material and name favourite books. However, lower attainers name only school reading books; few pupils name well-known children's authors, although all know what an author does. Whilst average and higher attainers read fluently, with sound expression and understanding, lower attainers generally read accurately, but lack fluency, expression and understanding. Higher and average attainers know and use a simple contents page. Although all pupils know what an index is, only a few higher attainers use it correctly and even they are slow at locating words because they do not always use alphabetical knowledge in their search. Pupils do not use the school library and cannot locate books to find information. This places limitations on opportunities for pupils to read and develop research skills. However, this is a planned development and the library has recently been checked and re-organised to ensure that books are suitable and cover all aspects of equal opportunities. Pupils are encouraged to take reading books home and have a home-school reading diary. Whilst many parents offer invaluable support to their children, some do not become involved in supporting reading at home. These pupils are targeted to receive extra support with reading from volunteer helpers, such as governors and parents. The weekly reading workshops where parents come in and work alongside children in their classroom are proving very successful. These are well attended and help parents learn how to support their children better at home.

65. Writing is a little below average in Year 2. Most pupils write at the level expected, but few exceed it. They are given a satisfactory range of opportunities to write and, by the end of Year 2, have developed a sound understanding of how to structure different types of writing such as stories and reports. The use of basic punctuation is not always consistent, however. Handwriting is much improved since the last inspection. Pupils use a neat print and begin to learn about joining letters during Year 2. Higher attaining pupils consolidate their understanding of story sequence in their own writing, with most words spelt correctly and good attempts made at spelling unknown words. Lower attainers write simple, unpunctuated, sentences; most successfully spell short familiar words, such as 'and', 'cat', and 'went' correctly. They make satisfactory attempts to spell other words using their knowledge of letters and sounds. The school's hard work to improving writing has been very successful. The weekly 'writers' workshop', where the literacy co-ordinator works alongside class teachers, has been an effective measure in supporting this improvement. Whilst there are some opportunities to practise and develop writing skills in other subjects, such as by writing reports in work on forces in science or of visits to a transport museum in history, these are not as fully developed as they could be. For example, in Year 2, when recording work in religious education all pupils copy the same work from the board rather than recording information or expressing ideas and feelings in their own words.
66. Teaching is good. In literacy lessons teachers focus well on the basic skills pupils need to learn and teach these effectively. They make lessons interesting so that pupils are eager and motivated. For example, in a Year 1 lesson, the teacher began by using a story sack to pull out clues to the text that pupils were to work on. Three different sized bowls were extracted, one at a time, which made pupils excited and eager for what was to come. Teachers have high expectations of pupils and plan work well to meet their needs; occasionally, however, the work for older lower attainers lacks interest. For example, when working independently, they are asked to copy lists of words into their books, which does little to motivate them. Overall, teachers provide many good opportunities for pupils to discuss and contribute in lessons. They question well, often challenging pupils to explain their answers. Teachers have very good relationships with pupils and manage them well, applying the school's positive discipline policy consistently and effectively. In response, pupils behave well and work hard. Teachers adopt a very encouraging approach that gives pupils confidence to attempt work and share their views.
67. Pupils with behavioural problems sometimes find it hard to maintain attention, but in many lessons, learning support assistants are used very well to help them concentrate and take part fully. Occasionally, where independent tasks lack interest, pupils become restless and do not complete enough work. Classroom support staff are used well and enable all pupils to make gains in their learning. Although teachers use the computer suite for a literacy lesson each week, more use could be made of classroom computers to support the development of literacy skills and help pupils understand the usefulness of ICT as a tool for everyday writing. During the

inspection, classroom computers were not used in many literacy lessons that had good potential for the simultaneous development of both literacy and ICT skills.

68. The quality of leadership and management is excellent and has led to very good improvements over a short period. Many effective strategies have been put in place to raise standards, such as staff training, the involvement of parents and the local education authority's literacy consultant. New planning and assessment procedures are very good and ensure that pupils learn skills and knowledge progressively. This is a big improvement since the last inspection. The quality of teaching and learning is regularly checked, through classroom observations and systematic examination of pupils' work. This leads to effective action to improve any identified weaknesses. An extensive range of very good resources has been provided to ensure that teachers have the books and support materials they need to stimulate pupils' interest and meet their individual needs. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development through the studies of literature, opportunities to discuss moral and social issues and studies of the work of other cultures. Book fairs and visits from authors and poets provide further good opportunities that enrich learning.

MATHEMATICS

69. By age seven, most pupils are achieving average standards. Although this reflects a similar picture to that found by the last inspection, test results fell sharply afterwards to a level that was well below the national average, depicting substantial underachievement among pupils. However, test results have risen significantly this year (2001) coming back into line with the national average and being well above average when compared to similar schools. Inspection evidence shows that in relation to pupils' well below average standards on entry to the school, they do very well to achieve average standards by age seven. High quality teaching and a very good curriculum promote very good achievement for all pupils, including those with special educational needs. The standards of work being achieved by most pupils in Years 1 and 2 show that the rise depicted in the most recent tests looks set to continue.
70. By age seven pupils have a secure grasp of number facts and their skill at adding and subtracting numbers mentally is developing well. From different starting points, they confidently count on and back in steps of one, two, five and ten, reinforcing their understanding of multiplication as repeated addition. They have developed a sound understanding of tens and units and understand what each digit represents. Past work shows good coverage of all aspects of mathematics, including simple investigative tasks based on number patterns and relationships. Pupils identify many two and some three-dimensional shapes and explain some of their properties in terms of the number of sides and faces. They are gaining a good understanding of number, space, measure and simple data handling through engaging in relevant practical tasks. These include programming the movement of a floor robot and collecting and recording information on graphs and charts, for instance, about the most common birthday months, favourite foods and ways of travelling to school. These activities also support learning in ICT. Pupils learn about simple fractions such as halves and quarters and how to distinguish odd and even numbers. Mathematical vocabulary is developing well; pupils understand and correctly use words such as '*subtract*', '*minus*', '*total*' '*length*', '*width*', '*multiple*', '*digit*', and '*alternate*'.
71. The quality of teaching is of a very high standard, with much that is very good and excellent. Lesson plans contain much detail, with clear learning objectives based on the National Numeracy Framework. These objectives are always shared with the pupils at the start of lessons and revisited during lessons and at the end, which helps to keep pupils focused on the tasks in hand and better promotes involvement in their own learning. Lessons provide lots of opportunities for pupils to manipulate numbers mentally and to explain their thinking and the strategies they use to solve problems. Pupils learn to use a wide range of mathematical vocabulary because teachers consistently and successfully promote this in their explanations and questioning and they expect pupils to do the same. Teachers effectively convey their enthusiasm for mathematics, which does much to promote pupils' very good attitudes. In all lessons, there is a high proportion of direct teaching to the whole class, but pupils do not become bored or restless because teachers vary the focus and keep the pace brisk. They modify their questions to ensure

all pupils are fully included and are successful in ensuring that the activities and resources capture and hold pupils' interest. Teachers make very good use of assessment information when planning work to challenge all pupils. This ensures that the needs of higher attainers and those with special needs are well met, with planning identifying different or adapted work to allow all pupils to achieve their potential and make certain that all have full access to the curriculum. Assessment information and good marking also supports the setting of clear, individual, targets for pupils to achieve, and gives them a good insight into what they have to do to improve.

72. Teachers take time to promote numeracy skills in contexts other than daily numeracy lessons; for example, when marking the register or in geography and science lessons, where pupils collect and record information on various topics and measure body parts. Similarly, in art and design, pupils are taught to understand pattern and symmetry. Teachers make good use of support assistants who make an effective contribution to pupils' learning, particularly when working intensively with small groups of special needs pupils. A good range of interesting homework tasks is provided which supports learning well and promotes good attitudes to mathematics.
73. The subject is well led and managed by an enthusiastic and knowledgeable co-ordinator. Much good work has been done since January 2000, particularly in terms of improving teaching and the curriculum and assessment procedures, which, in turn, have improved standards. A good range of resources is also supporting increased pupil achievement. There is a clear focus for what needs to be done to improve even further, and detailed action plans to support this.

SCIENCE

74. Most pupils in Year 2 are achieving standards that are in line with the expectations for their age. However, the results of teacher assessments are below the national average because very few pupils achieve the higher level (Level 3). Overall, standards are similar to those found by the last inspection. Given pupils' low standards of attainment on entry, achievement is good overall, but higher attainers could be challenged more. All pupils are included in science lessons and pupils with special needs are given appropriate support to enable them to take part fully.
75. An analysis of pupils' work shows that they cover a good range of work that addresses all aspects of science. Year 1 pupils develop good understanding of the five senses, how they grow and the differences between people. They develop a good understanding of themselves and their bodies and record their work in different ways, for example, representing changes such as growth in graph form. They are currently studying light sources and have learned to name a range, including the sun, candles, torches and electric bulbs. Pupils in Year 2 show satisfactory progress in understanding and experimenting with forces. They know that pushes and pulls are types of forces and are developing a sound understanding of associated vocabulary such as *gravity*, and *friction*. Their work shows an understanding of the application of forces in everyday life; for example, the use of wind to drive the sails of a windmill.
76. Teaching is good overall. It is never less than satisfactory and sometimes very good. In very good lessons, teachers are skilful in the way they use questions to challenge pupils, for example, asking Year 1 pupils to say when lights show best. Similarly, in Year 2, where the pupils were learning about healthy diets, the teacher used good questioning techniques to revise previous work before introducing and explaining the term 'balanced diet'. Teachers' good use of questioning, aimed at different pupils, ensures all take a full part and provides good information to assist teachers' assessments of how well pupils are learning. This information is used well to amend plans for the next lesson so that learning builds well on previous work. Teachers give careful thought to the resources they use, including appropriately chosen videos, which promote real interest and motivate pupils to learn. Good attention is paid to safety issues, especially when using sharp or hot resources. The pupils are enthusiastic about science, listening carefully and showing eagerness to answer questions because of the interesting teaching. Shortcomings in otherwise satisfactory lessons are generally due to teachers not allowing pupils enough time to answer questions. Analysis of pupils' work shows that higher attainers could be challenged more. Written work is marked regularly and satisfactorily.

77. The subject is well led. The priority of raising standards in literacy and numeracy has meant that the co-ordinator has not been able to conduct any observations of teaching, but teachers' plans are checked and displays of pupils' work are monitored. Procedures for assessing and recording the work covered and the standards attained by pupils are very good and have improved since the last inspection. Science displays are of high quality, stimulating interest and showing pupils how much their efforts are valued.

ART AND DESIGN

78. As it was not possible to see any art and design lessons during the inspection, judgements are based on an analysis of pupils' work, teachers' planning and discussions with pupils and the co-ordinator. As at the time of the last inspection, the standards of work seen are well above average. All pupils, including those with special educational needs, make very good progress. Teachers' plans and the quality and range of work on display show that pupils receive very good learning experiences.
79. Pupils learn about the work of known artists, designers and craftspeople and produce two and three-dimensional works using a wide range of media. For example, stimulated by the work of Henry Moore, Year 1 pupils used reclaimed materials to produce outstanding and highly individual sculptures. An evaluation of the feelings evoked by the finished products resulted in creative titles for each sculpture such as '*Lonely Machine*', '*Blast Off Bottle*' and '*Old Building Falling*'. Observational drawings by Year 2 pupils of flowers and insects include much detail and show well developed skills in the application of line, colour and shading techniques. Large paintings of fruit and animals based on the story 'Handa's Surprise' are of very good quality, making excellent use of the paper space and showing good awareness of the artistic elements of shape and form. Colour mixing skills are well developed and evident in the pleasing autumn colour works that exemplify very good use of collage techniques showing pupils' careful thought and creative use and juxtaposition of natural and made materials. Of a similarly high quality is the textile work in which pupils have learned to weave wool on card. In discussion, pupils show real enthusiasm for the subject. They talk animatedly about how they completed different work on display and remember much about the artists they have studied.
80. Although no secure judgements can be made on teaching, the quality of work produced by pupils indicates that this is at least satisfactory and probably much better. Teachers have made some good use of ICT to support learning. For instance, pupils had opportunities to use art software to draw pictures and make symmetrical and repeating patterns. Teachers take considerable care over the way pupils' work is displayed. This shows the value they place on pupils' efforts and does much to promote very good attitudes to the subject and raise pupils' self-esteem. Moreover, the outstanding quality of display significantly enhances the learning environment and stimulates pupils' interest.
81. The subject is well managed by an enthusiastic and knowledgeable co-ordinator. Resources are very good as is the assessment and recording of pupils' progress.

DESIGN AND TECHNOLOGY

82. It was only possible to see one lesson during the inspection. Judgements are based on this, an analysis of pupils' work and discussions with them and teachers. Standards by age seven are broadly average and similar to those found by the last inspection. Pupils, including those with special educational needs, make satisfactory progress. Year 2 pupils describe the things they have made in food technology and by using reclaimed materials and construction kits. They provide the names of a range of relevant materials necessary to build houses and say how they would go about designing and making model vehicles.
83. Year 1 pupils' work on food technology is suitably linked to a previous science project on healthy foods and helps them see the relevance of learning between the two subjects. In making a

vegetable soup, pupils identify a variety of vegetables and make decisions about which ones they want to include. The work conducted by Year 2 on model vehicles has been suitably linked with work about transport in history. Pupils visited a local transport museum which acted as a good stimulus for them designing and making their own models that show a developing understanding of the use of wheels and axles. Pupils have evaluated the finished models to determine how they might be improved. Good links have also been made with literacy. For example, the book *'The Lighthouse Keeper's Lunch'* has acted as an exciting stimulus for work on pulleys. Lessons provide pupils with relevant experience in developing skills such as cutting, measuring and joining. They learn to use a range of tools safely, including knives and scissors.

84. There is insufficient evidence to make secure judgements on the quality of teaching. However, in the lesson seen the teaching was very good. The teacher skilfully handled the revision of previous work and linked this to the new learning that was to occur. Questioning was well focussed to assess individual pupils' understanding. The pace of the lesson was brisk and pupils got through a lot of work in the time allowed. Time at the end of the lesson was also used very effectively to recap on what had been learned and to discuss any difficulties encountered. The interesting activity, taught well, captured pupils' interest and resulted in very good learning and behaviour.
85. A very good range of learning experiences is provided and the assessment and recording of pupils' progress are very good. Both of these aspects have improved significantly since the last inspection. The co-ordinator monitors colleagues' planning and displays of pupils' work. Resources are satisfactory and good use is made of reclaimed materials to support making tasks.

GEOGRAPHY

86. It was not possible to see any geography lessons during the inspection. Judgements about standards and progress are based upon an analysis of pupils' work and teachers' plans, together with discussions with pupils and teachers. It is not possible to make a secure judgement on the quality of teaching.
87. By age seven standards are broadly average. All pupils, including those with special educational needs, have made satisfactory progress. All pupils take part in geography lessons ensuring equality of opportunity. These judgements are similar to those found by the last inspection.
88. By age seven pupils know their home address and where they live in relation to the school. Pupils draw good quality maps of their routes to school and include detail of significant features. Year 2 pupils are just beginning work on different forms of travel and have some rudimentary knowledge of this. In discussion, pupils show enthusiasm for geography and talk animatedly about what they have learned. Their recorded work on maps and routes is neat and carefully presented.
89. Since the last inspection there has been a substantial improvement in assessment and recording procedures. The planning of learning experiences is now suitably focused on the needs of the pupils. The whole school focus on literacy and numeracy has limited the time available to monitor teaching in geography, but planning is monitored regularly. Resources are satisfactory overall, but although is an adequate range of maps there are insufficient globes.

HISTORY

90. It was only possible to see one lesson during the inspection. Judgements about standards and progress are based on an analysis of pupils' work, discussions with them and with teachers. It is not possible to make secure judgements on the overall quality of teaching. By age seven standards are broadly average and all pupils, including those with special educational needs, make satisfactory progress. This is a similar picture to that found by the last inspection.

91. Year 2 pupils have a satisfactory understanding of transport in the past and of significant people and events. For example, they have learned about Stephenson's Rocket and the Great Fire of London. They are developing a good understanding of how life was different in the past, including the types of food eaten, transport and accommodation. Work about the types of food available a few centuries ago evokes curiosity and enthusiasm amongst the pupils as they compare these with the foods they eat; they are keen to discover more. Year 1 pupils learn about life in the 1950's and of how toys have changed since then. This work was given relevance by a visit to a toy museum and pupils are clearly still enthused about this, remembering it with enjoyment. The displays of work on transport are of high quality, with pupils' written contributions and drawings showing relevant links being made with literacy and art. Visits are used effectively to stimulate interest. For example, a visit to Clarke Hall, allows pupils to wear period costumes, make rope beds and spend the day fully immersed in using the artefacts of, and role-playing, the lifestyle of a bygone age.
92. Teachers' planning is good. In the lesson seen the quality of teaching was good and questioning was used well to enable pupils to contribute their opinions and observations about food in the past. The pupils were given opportunities to handle a range of kitchen artefacts and encouraged to make sensible guesses as to how they might be used; for example, a sugar bowl and tongs. In the activity in which they were required to compare and contrast different artefacts, they made good use of comparative language, such as, '*the same as*', and '*different to*'.
93. The co-ordinator has ensured that all elements of the National Curriculum are addressed and monitors teachers' plans. Procedures to assess and record pupils' standards and progress are very good and have improved significantly since the last inspection. There is a satisfactory range of resources and this is well supplemented by additional project-focused resources from the local museum service.

INFORMATION AND COMMUNICATION TECHNOLOGY

94. Standards are average by the end of Year 2, but pupils are making good gains in learning and are achieving well in view of their low starting point. At the time of the last inspection, standards were judged to be above average, but since then many changes have occurred in the curriculum and expectations of what pupils should be able to do by age seven have risen. Whilst standards might appear to have fallen, pupils do everything that pupils did then and have gained additional skills in using the Internet and e-mail systems. A new suite of computers provides well for a weekly lesson on computer skills and weekly teaching of literacy and numeracy through ICT.
95. By age seven, pupils operate computers confidently and access programs quickly, ready to begin lessons. They understand the uses of modern technology and name a variety of electronic equipment that they encounter in their daily lives. Pupils use a word processor to write stories and enhance their work with borders, boldening print, underlining titles and inserting pictures. They have satisfactory skills in locating letters and numbers on the keyboard and higher attainers apply capital letters and full stops. All learn to use the 'spell-check' function and know how to correct mistakes. All have sound skills in using art software to produce pictures. In this they enjoy experimenting with line and colour, sometimes producing pictures in the style of famous artists such as Jackson Pollock or Mondrian. They vary the thickness of pens and brushes, apply colour and use specific skills to achieve their desired effect. For example, Year 2 pupils produced a picture or pattern, then used copy and paste skills to create a repeating pattern for wrapping paper. They move objects about the screen, such as when applying labels to parts of the body in science, and they control the movements of a programmable toy. Pupils enter data into a simple database and convert their results into graphs and pie charts. For instance, Year 2 collected data on ways of travelling to school, entered the data and produced block graphs. Pupils save and print their own work. They have begun to use the Internet to locate information and to use e-mail. A good example is pupils' communication with a teacher from another school who was on holiday abroad.
96. Only two lessons were observed. Judgements on teaching are based on these and on evidence from teachers' planning, pupils' work and discussions with them. Teaching is satisfactory overall

and sometimes very good. Teachers have undertaken relevant training to use the school's new equipment and implement the curriculum; their subject knowledge is good. They use this to plan interesting lessons in the suite, which build well on previous work. However, they do not make sufficient use of classroom computers. During the inspection, class computers were rarely used and there were missed opportunities for pupils to practise ICT skills. In ICT lessons, teachers give very clear explanations and directions so pupils understand exactly what they are expected to learn and do. In response, they are enthusiastic, concentrate hard and most are confident in working independently. Pupils are often asked to work in pairs so that higher attainers can help lower attainers; this works well. Teachers and the other adults present give pupils good support, which enables all to achieve the learning targets. Pupils are proud of their work, which is displayed effectively.

97. The subject is very well led and managed. A revised curriculum and new assessment procedures have been carefully introduced alongside a good programme of training for staff. Links with other local schools have been supportive in developments through joint training. A portfolio of work is being compiled to support teachers in making accurate assessments of pupils' work. The co-ordinator supports teachers in planning and with advice. There is no formal system for checking on the quality of teaching and learning, although this is planned for later in the year. Resources in the suite are good and each classroom has its own computer, although a few of these are rather old. A weekly computer course for parents is effective in helping them understand what their children are learning and how they can support them with their work.

MUSIC

98. It was not possible to observe any lessons during the inspection so judgements are based on listening to pupils sing in musical assemblies and discussions with them and the subject co-ordinator. As at the time of the last inspection, pupils achieve above average standards in singing while in all other aspects of music standards are at least average.
99. Pupils sing sweetly and all participate with enjoyment when singing a good range of songs. They control their voices well to sing loudly or quietly, as the song demands. Pupils quickly learn new songs, picking up words, tunes and rhythms with ease. They name a satisfactory range of percussion instruments and know how to hold and play them. When playing, pupils keep in time with a regular beat and play faster or slower, louder or quietly, as required by a conductor. There was no available evidence to support a judgement on how well pupils compose and play their own music or understand the basics of musical notation. Pupils listen to a wide range of music by different composers and from different cultures, particularly as they enter and leave assemblies. However, the potential of this to provoke discussion about the works of different composers or considering styles of music is not capitalised upon enough.
100. Because of the lack of lesson observations, no balanced judgements are possible on teaching and learning. However, evidence from teachers' planning and pupil discussions indicate that both are at least satisfactory. Work is well planned to build progressively on pupils' skills and to provide interesting lessons. Pupils report that they enjoy the subject and are keen to demonstrate their skills, playing and singing with confidence.
101. Leadership and management are satisfactory. A new co-ordinator is working alongside the former co-ordinator to ensure that the new scheme of work and system of assessment are being successfully implemented. There has not been any checking of the quality of teaching and learning because the subject has not been one of the school's priorities for development. Resources are good and reflect a range of cultures. They are well supplemented by loans from the local education authority music service.

PHYSICAL EDUCATION

102. By age seven, standards are broadly average. This reflects a similar picture to that found by the last inspection. All pupils make satisfactory progress, including those with special educational

needs, and teachers ensure that all take a full part in lessons. Where necessary to ensure this participation, the school loans pupils suitable clothing.

103. During the inspection two Year 2 gymnastic lessons were seen. It was not possible to see any outside team games or dance, but in discussion, pupils were able to describe physical education lessons well, using appropriate terminology. They know and understand stretching, balancing, rolls, spins and using a balance to finish a movement or sequence of movements. They are able to describe mirroring movements in dance and playing football in the winter. In the summer term they work on relay races and catching and throwing to develop ball control skills. During the lessons seen, pupils showed creativity in travelling over the apparatus in different ways and used the space well, avoiding collisions. They move in a co-ordinated way and show a good awareness of the need for care on the apparatus. All pupils are keen to be involved and to improve their work. They show a good level of concentration whilst using the apparatus and doing warm-up and cool down exercises. The pupils' very good relationships with each other and teachers are reflected in their good behaviour.
104. Teaching is satisfactory overall. Of the two lessons seen, teaching was satisfactory in one and good in the other. Where teaching is good, warm-up activities are used well to involve all the pupils in movement that prepares them well for exercise. The lesson is carefully planned to focus on the development of different movements and skills, for example, rolling, balancing and climbing, which support the development of good co-ordination. Organisation is good, with pupils moving from one piece of apparatus to another in a well-ordered way whilst remaining active. The teacher's lesson plan identifies individual needs and during the lesson, these remain a focus for both the teacher and support staff, which impacts well on learning. The teacher's good use of praise gives pupils confidence to demonstrate movements to each other. Shortcomings in an otherwise satisfactory lesson were related to a lack of pace resulting from organisation that required pupils to wait and be inactive for too long before using the apparatus.
105. The co-ordinator monitors teachers' planning and ensures that all aspects of the scheme of work are covered. The subject fully meets the statutory requirements and the quality and range of resources are satisfactory. There are very good procedures to assess and record pupils' progress.

RELIGIOUS EDUCATION

106. Only two lessons were seen and whilst learning was good and attainment was average, there is insufficient evidence to form secure judgements on standards, teaching or progress over time. This is because recorded work in Year 2 is mainly copied from the board and gives no indication of pupils' individual knowledge, understanding and skills. Year 2 pupils are just beginning work on Judaism so during discussions their knowledge of this faith was very limited; they were not able to recall information about other major world faiths studied in Year 1. Discussions with Year 2 pupils show they have satisfactory knowledge of aspects of Christianity and related Bible stories. Pupils show much enjoyment and interest in these when they were read in assemblies. They know about the celebration of baptism and Christian festivals such as Christmas, Harvest and Easter.
107. The teaching observed was good and planning suggests the overall quality is at least satisfactory, which is a similar picture to that found by the last inspection. Teachers plan well to the Locally Agreed Syllabus to provide interesting lessons, which cover both Christianity and other world faiths. Learning experiences include the festivals and religious stories of a range of world faiths such as Hinduism, Islam and Judaism. Much of the work is oral and practical and involves pupils in a variety of ways. For example, Year 1 pupils enacted the story of Rama and Sita when learning about the Hindu festival of Diwali. Year 2 pupils tasted the sweet bread, honey and apple that Jewish people eat at Rosh Hashanah. This type of first-hand experience helps pupils to better understand the beliefs and customs of others and contributes well to their cultural development. Teachers put a high focus on discussing and developing underlying beliefs and values, particularly those that affect pupils' own lives. A good emphasis is placed on life in a Christian community. Pupils discuss the moral and social issues that arise, such as

relationships between people in a faith community. This helps promote their understanding of their own rights and responsibilities and makes a good contribution to their spiritual, social and moral development. In Year 1, pupils have opportunities to record their work in their own words, which consolidates their understanding and supports the development of writing skills. In Year 2, however, too much work is copied which limits pupils expressing their own views and does not capitalise enough on the potential of the subject to develop literacy skills. Teachers could also make more use of ICT, for example, to allow pupils to research information and record their work, thus also promoting key literacy skills.

108. Leadership is satisfactory. The co-ordinator has a clear view of what is provided through examining teachers' planning, but has not yet begun to check the quality of teaching and learning because the subject has not been a priority for development. A new system of assessing and recording pupils' attainments has just been introduced, but has not yet had time to be effective in raising standards. Faith stories, such as that of Joseph and his brothers, are a regular feature of collective worship and make a good contribution to the teaching of religious education. Resources are satisfactory and include a range of books, posters and artefacts for a range of faiths. A local minister attends collective worship regularly and pupils visit local Christian churches to study the artefacts there.