

INSPECTION REPORT

CROSBY PRIMARY SCHOOL

Scunthorpe

LEA area: North Lincolnshire

Unique reference number: 117934

Headteacher: Mr R J Sheard

Reporting inspector: Mr C Deane-Hall
23757

Dates of inspection: 31st January - 4th February 2000

Inspection number: 193442

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INFORMATION ABOUT THE SCHOOL

Type of school:	Nursery, Infant and Junior
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Frodingham Road Scunthorpe North Lincolnshire
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr P Stirling
Date of previous inspection:	27 January 1997

INFORMATION ABOUT THE INSPECTION TEAM

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Mr C Deane-Hall	Registered inspector	Mathematics English as an additional language	The school's results and pupils' achievements How well pupils are taught
Mrs J Hughes	Lay inspector		Pupils' attitudes, values and personal development How well the school cares for its pupils How well the school works in partnership with parents
Mr T Aldridge	Team inspector	Information technology Art	The curriculum and other opportunities offered to pupils
Mrs C Balson	Team inspector	English Geography History	
Mr C Farthing	Team inspector	Science Design and technology	How well the school is led and managed
Miss C Parkinson	Team inspector	Special educational needs Under fives Music	
Rev. J Pryor	Team inspector	Equal opportunities Religious education Physical education	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Crosby Primary School serves an area in the north of Scunthorpe. It is situated in the Crosby Town North ward. The school provides education for boys and girls between the ages of 3 and 11. There is a total of 460 pupils of which 234 are girls and 226 are boys. The school has a nursery which is situated about half a mile from the main school. This provides education for 60 full time equivalent children.

The majority of the pupils live in the community surrounding the school. Much of the accommodation has been converted to privately owned rented accommodation. The area is one of the most deprived areas of the town. Unemployment in the community is running at about 22 per cent. There is evidence of drug abuse within the community, high levels of crime and an increasing proportion of pupils who regularly move between schools. This mobility factor stands at around 31 per cent. The number of pupils known to be eligible for free school meals is 141 (30 per cent) which is above average.

Around 82 (17 per cent), of the pupils have English as an additional language. Of these the most frequently spoken languages are Bengali, Pushto, Punjabi and Somali. There is a total of 198 pupils (43 per cent) who are on the special educational needs register. This total is well above average and shows an increase of around 20 per cent since the last inspection. 14 pupils who are on the special educational needs register have a Statement of Educational Need.

The level of attainment of the majority of children on entry to the nursery is well below the level expected. Most pupils transfer to the main school at the age of five and of these the majority have a level of attainment which is below the level expected for their age.

HOW GOOD THE SCHOOL IS

Crosby Primary School is a lively and friendly community which is well organised and where all are valued. The school has many strengths. The leadership and management of the school are good, overall, and the strategic use of resources is very good. The provision for special educational needs is very good, as is the provision for personal, social and health education. Provision for the development of pupils' spiritual, moral, social and cultural development is also very good. The quality of teaching is satisfactory, overall, with several instances of good teaching. Occasionally teaching is very good. Standards are below the national average in English, mathematics and science. However, the achievement of most pupils is satisfactory, overall. There is a high number of pupils who move between schools, around one third of the school's population. Of the pupils who enter the school during the school year a high proportion are on the special educational needs register. This situation has the effect of depressing the school's overall standard in relation to the national average. When comparing the school with similar schools it should be noted that the proportion of pupils who are on the special educational needs register and the mobility factor are not included when identifying similar schools.

The socio-economic circumstances of many of the pupils are poor and most enter the school with levels of attainment that are below average. The school's income per pupil is above average as is expenditure per pupil, but these are used very well. The attitudes and personal development of the pupils are good. Since the last inspection the school has improved satisfactorily. It has worked very hard and successfully to improve attendance. Procedures for monitoring and promoting good behaviour and eliminating oppressive behaviour are very good. The headteacher, governors, staff and parents work closely together to achieve the stated aims of the school. Taking all these into consideration the school provides good value for money.

What the school does well

- The provision for special educational needs and the support for pupils with English as an additional language has a very beneficial impact on pupils' learning.

- Pupils' attitudes and personal development are good. Pupils enjoy school and respect the feelings, values and beliefs of others.
- The support provided for pupils to develop their spiritual, moral, social and cultural awareness is very good. It is reflected in the way that the school is a racially harmonious community.
- The school cares for its pupils very well; the procedures for monitoring and improving attendance are very good.
- The school works well in partnership with parents.
- The headteacher, with the support of the staff and wider community, provide an ethos that strongly supports learning.
- The school has used specific grants well to improve the provision for information technology and outside facilities for children in the nursery.
- Financial planning supports well the school's educational developments.

What could be improved

- Standards in English, mathematics, science and information technology need to continue to improve.
- Teachers' confidence in using information technology and in planning the activities for the literacy hour needs to be improved.
- The way that data from assessments and tests at the end of both key stages is analysed to identify areas in need of improvement in the curriculum needs to be widened to include both key stages.
- The role of the subject co-ordinators needs to be widened to reflect the changing responsibilities, such as the monitoring of teaching and learning;
- The school needs to tell parents more about what pupils are learning so that they can give more help and support their children's learning.

The areas for improvement will form the basis of the governors' action plan which will be sent to all parents and carers of pupils at the school.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in January 1997. Since then it has worked hard to improve the standards in English. This has been partially successful. Assessments of pupils entering the school show a declining pattern of attainment over recent years. This situation coupled with an increasing number of pupils on the special educational needs register and increasing pupils' mobility has militated against improved standards. The school has used the additional support for literacy effectively and analysed standards in relation to the National Curriculum and the results of all schools. It has improved attendance rates and has very good procedures to monitor and support attendance. The percentage of unauthorised absences has dropped markedly.

In addition to the key issues for development identified at the last inspection, the school has made very good improvements in the provision for information technology and outdoor equipment for nursery children. The latter has had a beneficial impact on children's physical and social development in the nursery. However, it is too early to judge the impact on information technology. The school has also developed the quality of provision for dance. This has helped to raise pupils' achievement in the subject. The focus in numeracy to improve pupils' mental agility and strategies is helping to raise standards in the subject and increase pupils' enjoyment in their work. Since the last inspection, the school has maintained what it does well and has improved other areas. It is effectively placed to continue to improve.

STANDARDS

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

Performance in:	compared with			
	All schools			Similar schools
	1997	1998	1999	1999
English	E	E	D	C
Mathematics	E	E	E	E
Science	C	C	E	D

Key	
Well above average	A
Above average	B
Average	C
Below average	D
Well below average	E

By the age of five, most pupils do not achieve the Desirable Learning Outcomes in four of the six areas of learning. They do attain the level expected in physical and creative development. The table above refers to the school's average grades which are different from those provided in the full report. The table shows that in 1999 standards in English were below average when compared with all schools and indicates an improvement on the previous year. The table also shows that, in comparison with similar schools pupils' attainment in English was average. The school has set itself realistic targets to help pupils improve and is on line to achieve them. Over the last four years, standards have slightly improved in line with national trends. However, pupils are capable of achieving more. The school is aware of this and has set in place initiatives to help pupils' achievement, for example, a carefully focused approach to the teaching of numeracy and has begun to evaluate the quality of teaching. Pupils with special educational needs are very well supported and their achievement is good.

By the age of eleven, pupils attain the level expected locally in religious education. However, there has not been sufficient time for the newly completed information technology room and improved facilities to have a marked impact on standards. By the end of Key Stage 2 pupils do not yet attain the level expected in information technology. Standards in dance have improved well since the last inspection.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have positive attitudes towards school. They are keen to succeed and are interested in their work.
Behaviour, in and out of classrooms	Behaviour is good, overall. However, a small minority of pupils are disruptive. Pupils are particularly well behaved as they move around the school between lessons and in the dining halls.
Personal development and relationships	Pupils' personal development is satisfactory. They respond well to opportunities to show that they are mature and responsible.
Attendance	Levels of attendance are satisfactory and have improved since the last inspection. Instances of unauthorised absence have declined significantly since then and are now well below the national average.

Pupils understand the impact of their actions on others and relate well to each other. The very small number of disruptive pupils are mostly those who are known to have particular behavioural difficulties.

TEACHING AND LEARNING

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

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

Overall, the quality of teaching is satisfactory. In 95 per cent of lessons teaching was at least satisfactory. Teaching was good in around 37 per cent of lessons, very good in nine per cent and satisfactory in around 49 per cent. Teaching was unsatisfactory or worse in around five per cent of the lessons. The quality of teaching in English and mathematics was satisfactory. In just under 50 per cent of the lessons in English, teaching was good or better. In the best lessons, teaching holds pupils' attention throughout the lesson. Teaching is animated so that pupils and teacher bounce ideas back and forth. This makes pupils think deeply about their work and has a beneficial impact on their learning.

Both literacy and numeracy are taught effectively. In numeracy, teaching was never less than satisfactory and in one fifth of lessons it was good or better. In both literacy and numeracy lessons teachers have a sound subject knowledge and most have a clear idea of what it is that they intend pupils to learn. However, where teaching is unsatisfactory in literacy, teachers are not sufficiently familiar with the literacy strategy or how best to plan some of the activities. For example, a few tasks were not sufficiently challenging and did not promote sufficiently pupils' reading skills or understanding of letters and their sounds. When this happened the pupils achieved very little and became bored.

Overall, the school meets the needs of its pupils satisfactorily. Pupils with special educational needs and those for whom English is an additional language are often well supported. The school is increasingly meeting the needs of pupils with higher prior attainment in mathematics through grouping pupils by their prior attainment. This allows teachers to focus more effectively on the needs of pupils. The school has started to use the information technology room to teach pupils in class groups. This is having a positive impact on pupils' learning in information technology skills and their applications. However, teachers do not always share the learning objectives with pupils to help them focus on what they are to learn during the lesson. In the lower part of Key Stage 2, teachers use a limited range of teaching styles which means that for some activities the most effective method of teaching to support learning is not employed. This problem is made worse by the number of pupils in the class in relation to the size of the room and the furniture. Across the school, teachers generally manage pupils' behaviour well, establish good relationships and value pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a good, broad, balanced and relevant curriculum, which includes all the subjects of the National Curriculum, religious education, sex, health and drugs education. The school makes good use of the local community and surrounding area to support pupils' learning beyond the classroom. The provision for extra-curricular activities is good with a wide range of activities provided.
Provision for pupils with special educational needs	The school makes very good provision for its pupils with special educational needs. There is a clear and useful policy and pupils' individual education plans have targets that are suitably updated, practical and easily understood. Pupils' statements are regularly reviewed and the school makes very good provision for these pupils.
Provision for pupils with English as an additional language	Provision is good. Pupils' needs are clearly identified and they are provided with clear and appropriate learning targets.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good; the school's provision for pupils' spiritual, moral, social and cultural development contributes very well to pupils' personal development.
How well the school cares for its pupils	There are very good procedures for child protection and for ensuring pupils' welfare. Procedures for monitoring and eliminating all forms of oppressive behaviour such as racism and bullying are in place and are very effective. The whole school works together as an harmonious community.

The school maintains good links with parents and these ensure that a very positive relationship exists between home and school.

The school gives high priority to developing basic skills and has effectively implemented the National Literacy and Numeracy Strategy. This is beginning to have a positive affect in raising standards. The curriculum provides very good opportunities for pupils to take responsibility, show initiative and develop an understanding of living in a community. Older pupils help with breakfast club, prepare and clear away assembly chairs and benches and help younger pupils. In Year 6, pupils undertake a residential visit which provides a good opportunity for their social development. The health and safety of all pupils is very well considered by the school. This helps pupils to learn in a secure and well maintained environment.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is well led and managed. However, delegation does not always ensure effective contribution by all staff. The monitoring of lessons to make teaching and learning more effective is not as good as it could be.
How well the governors fulfil their responsibilities	The recently reconstituted governing body carries out its statutory obligations effectively. It is developing a clear understanding of the strengths and weaknesses of the school.
The school's evaluation of its performance	The school has effective systems to evaluate its success. However, more needs to be done to analyse the quality of pupils' learning and to build on what works well to support pupils' achievement.
The strategic use of resources	Funding, staff, accommodation and learning resources are all used well to support the work of the school.

The school has an adequate number of suitably experienced and qualified staff. The level of accommodation is satisfactory, overall. However, the outside playgrounds are too small and, although there are two halls, they are both too small to meet the needs of older pupils in physical education lessons.

The school makes very good use of the available financial resources allocated to it. The funding for special educational needs and additional funding are very carefully documented and the management of these is excellent. The principles of best value are used well by the leadership and management of the school.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The expectation that children will work hard and do their best. • The way that the school handles questions or problems. • Good teaching. • The values and attitudes help pupils' development. • Children enjoy school. 	<ul style="list-style-type: none"> • The range of activities provided outside lessons.

Inspectors agree with parents' positive views about the school. The school provides a good range of activities for pupils' out of school lessons. These include football, netball, running, athletics, choir and recorders. In addition, there are inter-school sporting activities in football, netball, cross-country and track athletics which also provide good social inter-action. This provision is broadly similar to many schools.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Standards in English, mathematics and science are below the national average by the end of both key stages and this is reflected in the below average and in some cases well below average results in the national tests over the last four years. The standards attained are linked to three key issues which have a negative impact on the school's overall standards. Most children enter the nursery with levels of attainment which are well below the level expected for children of their age. Even though the majority of children make satisfactory progress in each of the six areas of learning, most enter the main school with levels of attainment below those expected for their age. Children with special educational needs and those for whom English is an additional language often make good progress towards achieving their agreed targets. The needs of these children are well known by staff and they are well supported by the adults with whom they work. This support has a beneficial impact on their progress and their achievement.
2. The second factor which has a negative impact on standards at the end of both key stages, is the high mobility of the pupils. Just over one third of the pupils moved into or left the school during the last school year. In Year 6 over one quarter of the pupils fall into this category. Of these pupils around 75 per cent are on the special educational needs register. Teaching in the school is satisfactory, overall, and there are several examples of good teaching and some very good teaching. Despite the beneficial impact of the teaching on pupils' learning, It does not fully compensate for the pupils' low starting point and the unsettling effects on those pupils who move school.
3. The third issue is the high proportion of pupils with special educational needs. These pupils often make good progress, but, even so, it is not sufficient to raise the school's standards, overall, so that they are in line with the national average. However, given the level of the pupils' prior attainment, the progress of most pupils is satisfactory. The school has put in place a number of initiatives to help raise standards. The literacy and numeracy strategies have been successfully implemented and pupils are grouped for numeracy according to their prior attainment. This, too, is beginning to have a beneficial impact on pupils' progress particularly in the upper part of Key Stage 2.
4. Most of the children transfer to the main school at the age of five. Although the majority make at least satisfactory progress in the nursery, most children enter the reception class with levels of attainment which are still below those expected in language and literacy, mathematics, knowledge and understanding of the world and in their personal and social development. In their creative and physical development the majority attain the level expected for their age. Pupils continue to make satisfactory progress, overall, in the reception class so that by the age of five most attain the Desirable Learning Outcomes for creative and physical development. However, in language and literacy, mathematics, knowledge and understanding of the world, and in personal and social development, most do not attain the learning outcomes. Pupils with special educational needs make good progress towards achieving their agreed targets. Those for whom English is an additional language also make good progress in their acquisition of English. Their needs are regularly assessed and well focused learning objectives are set. These are well known by staff who work together well to support these pupils.
5. By the end of Key Stage 1, overall standards in English, mathematics and science are below the national average. The results of the national tests in 1999 showed that overall standards in

reading and mathematics were well below the national average and in writing they were below the national average. In comparison with similar schools standards in mathematics and reading were well below average and in writing were below average. The proportion of pupils who attained Level 2 or above in writing and mathematics is average when compared with similar schools; in reading, attainment is below average.

6. By the end of Key Stage 1, standards in information technology are below the level expected. This is because, although pupils have sound knowledge of the keyboard and use of word processing skills, they have had little experience of using the computer to handle data and investigate aspects of real or imagined situations when using simulation and decision making programs. Pupils' achievement has been hindered by the limited level of resources and, although there has been a significant improvement in the quantity and quality of hardware and software available, this has not yet had an impact on pupils' achievement. Standards in religious education are in line with the locally agreed expectations. Many pupils are happy to express their feelings about religious artefacts or experiences and are developing the appropriate language. In art, design and technology, geography, history and music pupils make satisfactory progress and achieve the level expected. In physical education, pupils often make good progress. In dance, they achieve standards which are above those expected. Their achievement is supported by the good quality of the teaching.
7. Over the last four years standards at the end of Key Stage 1 have been generally maintained and have mirrored national trends. The school's assessment of pupils' attainment on entry shows a decline in attainment. In spite of this, the school has consistently maintained its standards at the end of Key Stage 1. There is very little variation in attainment by gender or ethnicity.
8. In English, attainment by the end of Key Stage 1 in all three aspects, ie speaking and listening, reading and writing is below the level expected. Many pupils are not confident in speaking, for example, in lessons when answering questions. They will often give one word answers. In reading, higher attaining pupils read accurately and with expression. However, other readers lack the confidence to correct errors. In writing, most pupils form their letters accurately and average attaining pupils are beginning to use full stops and capital letters correctly. A significant number of higher attaining pupils use joined handwriting effectively, spell simple words correctly and express themselves clearly.
9. By the end of Key Stage 1, the implementation of the numeracy strategy in mathematics is beginning to have a positive impact on learning. Teachers provide satisfactory opportunities for pupils to develop their mental strategies when solving problems. They help pupils to consolidate their learning through regular opportunities for them to share their thinking. This is particularly the case in Year 2. There is little variation in pupils' attainment across the different elements of the subject. Pupils have regular opportunities to use and apply their knowledge and understanding of the subject in practical activities which help them to improve their level of achievement.
10. In science, pupils make satisfactory progress and build successfully on their prior level of attainment. Many pupils have difficulty with key subject specific words such as 'solid' and 'liquid' which slows their learning. However, teachers often provide challenging activities which help to ensure that pupils build effectively on their prior levels of skill, understanding and knowledge.
11. By the end of Key Stage 2, overall standards in English, mathematics and science are below the national average. The results of the national tests in 1999 at the end of Key Stage 2 showed that overall standards in English were below the national average and in mathematics and science they

were well below the national average. In comparison with similar schools, the results were average in English, well below average in mathematics and below average in science. In English there were signs that standards have improved. This can be seen by the proportion of pupils who attained the higher Level 5, which was close to the national average. Over the last few years standards have slightly improved in mathematics and science. Trends have generally followed the national trends. There has been no variation in attainment by gender. The variation in attainment between the results of 1999 and the inspection findings in mathematics is because new initiatives such as the Numeracy Strategy and the booster sessions are having a beneficial effect on pupils' attainment. The variation in pupils' attainment in science can be explained by the high proportion of pupils who move school each year.

12. By the end of Key Stage 2 standards in information technology are below the level expected. Most pupils word process stories and poems effectively and higher attaining pupils successfully enhance their work with illustrations. They change the font, colour and size of text successfully and make effective use of information programs to support their work in other subjects such as history and geography. There are, however, weaknesses in their skills of handling information, such as databases and spreadsheets. In addition, many pupils have had little experience of the control, modelling or monitoring aspects of the subject. Pupils generally have a limited awareness of how information technology can be useful in the wider world.
13. By the end of Key Stage 2, pupils' attainment in religious education is often above the level expected locally. Pupils make good progress and their achievement is good. The quality of teaching, particularly teachers' understanding of the subject, plays a pivotal part in the pupils' achievement. In art, geography, history and music, pupils make satisfactory progress and generally attain the level expected for their age. In physical education, pupils' achievement is good in dance and gymnastics. Teachers have high expectations of what the pupils can do and their progress in lessons is often good. It is not possible to judge pupils' achievement in design and technology, because the subject is taught later in the school year.
14. Pupils with special educational needs make good progress towards achieving their agreed targets. This is because of the very good provision made for them and because the school's identification procedures, planning and communication with parents and others involved are highly effective. Pupils who have English as an additional language generally make good progress. Teachers work closely with support staff and the Local Authority's bilingual service. Pupils' level of English acquisition is carefully assessed and their needs identified. The school sets appropriate targets for each pupil and ensures that they are well supported. Regular reviews of pupils' progress help to ensure a good rate of progress.
15. The school has set appropriate targets to help raise standards. These are agreed, using information from the assessment of pupils' level of attainment. The results of the end of key stage tests and assessments show that the school has been successful in exceeding its targets in all subjects except in mathematics, in which the targets were not met. The school has carried out a careful analysis of the results and has improved the provision for helping pupils deal with problem solving.

Pupils' attitudes, values and personal development

16. Pupils in all years, including children under five, demonstrate good attitudes to school and this has a positive impact on the quality of their learning and the progress they make. Pupils enjoy coming to school as they recognise it as a happy and familiar environment where they are valued and listened to. They appreciate the unfailing care shown to them by all adults working in the school and they try hard to make an equally positive contribution to the school community. For

some pupils, the school provides an environment where they can enjoy breakfast with their peers, learn from the positive role models exemplified by the headteacher and his staff and appreciate a variety of new activities and areas of learning.

17. Behaviour in the school is good, overall, although a small minority of pupils are disruptive. Pupils are particularly well behaved as they move around the school between lessons and in the dining halls. They are polite and helpful to visitors and try hard to help others. They understand that their actions have an impact on others around them. Most pupils are very good listeners. They are often expected to sit for considerable periods of time, particularly at the start of lessons and they do this well. A particular strength is the way they listen to each other's views during circle time. During a Year 4 lesson, for example, a large number of pupils sat in a circle, listening attentively while each of their classmates explained what made listening harder or easier for them. The majority of pupils respond well to the discipline code with the exception of a small number of mainly younger pupils who are sometimes confused by a lack of consistency by the class teacher. No instances of bullying or oppressive behaviour were seen during the inspection week and pupils from different ethnic backgrounds related well to one another. There have been five fixed period exclusions from school in the last year. These were in line with school's policy.
18. Pupils' personal development is satisfactory. They respond well to opportunities to show that they are mature and responsible and parents' positive views on this aspect of their children's development confirm this. Year 6 team captains carry out a number of duties on behalf of the school and are currently involved in the playground working party and they help to run the breakfast club. They also participate in regular meetings with the headteacher at which they discuss any areas of concern. Pupils' self-esteem increases as a result of the value the school places on their opinions. Pupils organise their own homework and are generally reliable about ensuring that it comes back to school on time. Some pupils visit the local library to complete their homework assignments and this contributes to their independent learning. However, overall, the school does not offer pupils sufficient opportunity to increase their independent learning. Older pupils are encouraged to participate in a residential visit to Robin Hood's Bay and this increases their personal and social development as they find themselves experiencing new social situations.
19. Relationships between pupils and between pupils and adults working in school are good. Pupils feel secure in school and chat happily to staff at various times of the day. They are comfortable in the friendly school environment and become increasingly confident that their opinions are valued and that they are listened to.
20. Levels of attendance are satisfactory and have improved since the last inspection. Instances of unauthorised absence have declined significantly since then and are now well below the national average. There is a prompt start to the school day and pupils are keen to come to school. Attendance was a key issue in the last report and the school has worked very hard with parents, pupils and the education welfare service to improve levels of attendance. The improvement is particularly noteworthy because of the high levels of transience which make the task of keeping in touch with some families especially difficult. The school frequently emphasises the importance of regular attendance to parents and rigorously monitors absence levels. Registers are accurately completed at the start of each session and the administrative staff keep a daily check of attendance percentages. Children under the age of five attend school regularly and are brought to school on time.
21. Pupils' attitudes, behaviour and personal development reach standards similar to those reported at the previous inspection. Attendance levels are better and there are very few instances of unauthorised absence.

HOW WELL ARE PUPILS TAUGHT?

22. The quality of teaching is satisfactory, overall. Teaching is satisfactory or better in 95 per cent of lessons. It is good in around 37 per cent of lessons, very good in nine per cent and satisfactory in around 49 per cent. Teaching was unsatisfactory or worse in around five per cent of the lessons. The quality of teaching in English and mathematics was satisfactory. In just over 30 per cent of the lessons in English, teaching was good. It was very good in around 17 per cent of lessons. In numeracy, teaching was never less than satisfactory and in one fifth of lessons it was good or better
23. Both literacy and numeracy are taught effectively. In both subjects teachers have a sound subject knowledge and most have a clear idea of what it is that they intend pupils to learn. However, where teaching is unsatisfactory in literacy, teachers are not sufficiently familiar with the literacy strategy or how best to plan some of the activities. For example, a few tasks were not sufficiently challenging and did not promote sufficiently pupils' reading skills or understanding of letters and their sounds. When this happened the pupils achieved very little and became bored.
24. The quality of teaching for children under five is satisfactory, overall. It was never less than satisfactory and in about 14 per cent of the lessons it was good. Lesson planning is satisfactory and addresses all areas of learning. However, some of the sessions are unduly formal and do not allow enough opportunities for children to experiment in groups, share their findings, wait and take turns in a way that helps them to work more co-operatively with each other. Sometimes, teaching sessions are lengthy and lose pace so that the children lose concentration and remain too focused on the adult leading the group. In the nursery, however, teachers generally use time well and the adults working in the nursery are very sensitive to the children's needs and make good relationships with them and their parents. Planning for children with special educational needs and those for whom English is an additional language is good.
25. The quality of teaching in Key Stage 2 was better than in Key Stage 1. In Key Stage 2 just under one half of the teaching was good while in Key Stage 1 around one third was good. In Key Stage 1, teaching in the upper part of the key stage was better than in the lower part. In both key stages, teachers have a secure understanding of nearly all subjects. In science, teachers use their knowledge well to support pupils' learning in the experimental and investigative aspects of the subject. In Year 6, teachers effectively extend pupils' writing by developing their techniques of inference through longer text and poetry. Teachers' use their understanding of dance to good effect when helping pupils to improve their control and co-ordination of their movements. In the upper part of Key Stage 2 several teachers extend pupils' understanding of different faiths by drawing on their own understanding to improve pupils' rate of learning. However, teachers are not all sufficiently secure in their knowledge of information technology. The school is aware of this and is providing professional development opportunities for staff to upgrade their skills.
26. Teachers plan their lessons effectively. In the best lessons, teachers share the expected learning outcomes with pupils at the start of the lesson either by displaying them on the wall or by telling the pupils what they are. This has a beneficial impact on the rate of pupils' progress because they are focused on what they are to learn. Examples of this having a positive impact were seen in mathematics and physical education. In English, teachers often reviewed the learning objectives with pupils towards the end of the lesson which served to help pupils consolidate their learning. A strength in teachers' planning is the way that they involve support staff and external agencies in providing a clear view of what pupils are to learn. This is particularly noticeable for pupils with special educational needs and those for whom English is an additional language. Teachers deploy their classroom support assistants well, particularly the Additional Learning

Support in English. This has a very beneficial effect on the rate of pupils' progress.

27. Teachers' expectations of what pupils can do are satisfactory, overall, and good in Key Stage 2. For example, in Year 6, teachers set challenging problems for pupils in mathematics. This helps pupils to think deeply about their work and open up new horizons in the way that they manipulate numbers. In a dance lesson in Year 2, all pupils were encouraged by the teacher to develop their movements so that they rose to new heights of complexity in their spinning wheel dance. In the best lessons, teaching holds pupils' attention throughout the lesson. It is animated so that pupils and teacher bounce ideas back and forth, for example, in mathematics in Year 6. This makes pupils think deeply about their work and has a beneficial impact on their learning. However, teachers' expectations are not always high enough. For example, in a Year 4 class, too little was expected of the higher attaining pupils in a literacy lesson. Pupils were asked to carry out the same task in groups. This did not take into account sufficiently the pupils' different capacities to learn. Teachers generally use effective teaching methods; for example, in the upper part of both key stages, they make good use of the three element model of introduction, main activity and consolidation towards the end of the lesson. They use different styles of teaching to good effect; and organise lessons in a way which best supports pupils' learning; for example, whole class teaching, individual and small group activities. However, in Year 3, teachers use a limited range of teaching styles. This is partly because of the small size of the classrooms compared with the number of pupils in them. In addition, some of the furniture in these classes is large in relation to the size of the room. This reduces the opportunities for teachers to vary their style of teaching and organisation. Teachers sometimes miss opportunities to develop pupils' skills of independent research by not using the library to its full potential.
28. Teachers generally manage pupils' behaviour well. In most lessons, they hold pupils' attention well which helps them to concentrate on the task in hand. In both key stages, teachers use time well. The introductory part of many literacy lessons is snappy which helps to keep pupils' interest and supports learning. In several numeracy lessons, teachers gather the pupils together towards the end of the lesson to consolidate learning. This helps pupils and also allows teachers to assess the level of pupils' learning and progress. Marking of pupils' work is up-to-date but does not always sufficiently support pupils' learning by providing guidance on how pupils can improve their work. An exception to this is in religious education where teachers do set targets to support pupils' progress. Question and answer sessions are often used well by teachers to assess pupils' understanding, for example, in mathematics, information technology, science and physical education. In the best lessons, teachers skilfully use pupils' wrong answers to guide pupils' learning.
29. Pupils with special educational needs receive carefully organised support so that their work is matched to their abilities and they make good progress, particularly in literacy. Careful assessment ensures that pupils receive suitable teaching from support assistants and teachers from outside agencies. These teachers plan their work with class teachers and liaise closely with teachers in the development of the school's policies and thinking for special educational needs. Additional teaching is organised in groups, usually out of the classroom unless pupils have their own support assistant to work with them within the classroom. Class teachers make satisfactory provision for their pupils, implement their individual education plans and are aware of learning and behavioural difficulties. Support staff work closely and effectively with teachers. Their recording is good and provides an effective basis for day to day planning and sharing of information. The quality of teaching has a beneficial effect on pupils' learning. Pupils with English as an additional language are also well supported. Teachers are aware of the needs of these pupils and make every effort to meet them. The level of liaison and consultation between the staff and the bilingual support staff is good and has a positive impact on the rate at which pupils improve their English.

30. Overall, the school meets the needs of its pupils satisfactorily. The teaching motivates pupils and the great majority show an interest in their work and increasingly develop the skills necessary to think and learn for themselves. Homework is used effectively to support pupils' progress. It is often related to work in the classroom and is closely focused on literacy and numeracy. In Year 6, pupils are regularly challenged to apply intellectual, physical and creative effort in their work. For example, in information technology pupils are provided with good opportunities to develop their understanding of the application of the subject through the new hardware and software. In religious education, pupils in Year 6 and 4 are set challenging work; for example, when comparing the Gospels of St Luke and St Mark in the New Testament of the Bible.

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

31. The school provides a good broad, balanced and relevant curriculum, which includes all the subjects of the National Curriculum, religious education, sex, health and drugs education and meets statutory requirements. Effective policies are in place for all subjects and are supported by schemes of work to ensure continuity and progression. The curriculum successfully promotes pupils' intellectual, physical and personal development and is accessible to all pupils. Provision for pupils with special educational needs is very good. The school gives high priority to developing basic skills and has effectively implemented the National Literacy and Numeracy Strategy. This is beginning to have a positive effect in raising standards. The time allocated to teaching the National Curriculum core and foundation subjects is broadly in line with national recommendations.
32. The last inspection report identified the need to develop schemes of work in all subjects in order to strengthen the teaching and assessment process. Schemes of work are now in place for all subjects. There are sound long-term plans for curriculum continuity across both key stages which successfully support medium and short term planning.
33. Curriculum planning for progression and continuity is sound in most subjects, with the senior management team and upper and lower school co-ordinators providing a monitoring role of long and medium term planning. Weekly year group meetings draw up medium and short term plans to ensure continuity and equality of opportunity in parallel classes. The school has an effective policy for sex education and drugs education and these are implemented well through the science curriculum and specific teaching for the older pupils.
34. All pupils have equal access to the opportunities offered by the school. Provision for pupils with English as an additional language is good. Teaching assistants are used well to support these pupils. Good support is also provided for these pupils from the bi-lingual support service of the local authority. Pupils are provided with individual targets which are regularly reviewed and pupils' progress towards them evaluated. Essential labels and displays around the school are provided in a variety of languages.
35. The school makes very good provision for its pupils with special educational needs. It has brought in additional teaching support to improve the amount of support it is able to give. It has two co-ordinators because of the large numbers of pupils on the register and they take responsibility for those with lesser and more marked degrees of difficulty respectively. There is a clear and useful policy for special educational needs, and pupils' individual education plans have targets that are suitably updated, practical and easily understood. Pupils' statements are regularly reviewed and the school makes very good efforts to put the provision outlined into effect. The co-ordinators have developed strong systems to enable them to work consistently well

with staff, parents and outside agencies. Pupils with special needs have good access to extra curricular activities and receive a broad and balanced curriculum through the extra staffing and skilled use of specialist equipment.

36. The provision for extra-curricular activities is good. A wide range of activities is provided which includes football, netball, running, athletics, choir and recorders. There are inter-school sporting activities in football, netball, cross country and track athletics which provide good social interaction. Provision for pupils' personal, social and health education is very good and the school is involved in a healthy eating project to develop further awareness in this area. Good opportunities are provided in circle time for pupils to successfully discuss issues about relationships and codes of behaviour. Pupils undertake a range of responsibilities in all classes and older pupils also help out in assembly, helping to clear away and tidy up, which effectively supports their personal and social education. Each team elects two representatives who regularly meet the headteacher to discuss matters of concern. Health education is effectively provided through the science curriculum and through specific sex and drugs education for the oldest pupils. This provides them with the knowledge and understanding to make informed choices later in life.
37. The school makes good use of the local community and surrounding area to support pupils' learning beyond the classroom. The 'Voices' programme supported by local business has made a significant musical contribution to the school. The Crosby dance project has enabled professional dancers to come into school to support pupils' learning. A wide variety of visitors from the local community come into school to speak to pupils and this extends their knowledge and understanding of the wider world. Parents from other cultures and the bi-lingual support service have helped teachers to produce labels for displays so that children with English as an additional language can learn more effectively. Useful visits are made to museums, other places of interest and places of worship, A residential visit is undertaken by Year 6 pupils to Robin Hood's Bay. Access to the Internet and the development of skills in information and communications technology mean that pupils are beginning to have further enriching opportunities to link with others round the world, such as the link with Australia for a Year 3 class.
38. There is very good provision for pupils to develop their knowledge and insights into values and beliefs and all who work in the school are valued. Pupils are given many opportunities in daily acts of worship, religious education lessons and circle time to develop their spiritual awareness and self knowledge. With assistance from the local community, pupils learn about other religious festivals of pupils in the school such as Eid and Divali. Carefully planned daily acts of worship are undertaken and, although it is not possible for the whole school to meet together, arrangements are good and ensure that requirements are met. There are currently ten pupils withdrawn and these are provided with appropriate alternative arrangements. Acts of worship are undertaken sensitively to cater for the range of religious groups within the school. Each week there is a celebration assembly to acknowledge pupils' achievement.
39. There is very good provision to promote the principles which distinguish right from wrong. Clear rules are displayed in all classrooms and pupils are given stickers, stars and certificates to reward good work and behaviour which is celebrated in the weekly key stage assembly. All staff encourage good behaviour by following the school's discipline policy and most pupils respond well to this. The home and school agreement contains clear guidance and establishes expectations and discipline procedures. Parents believe that the school encourages the development of pupils' moral awareness very well and inspectors agree. "Circle time" activities provide good opportunities for pupils to discuss matters and establish codes of behaviour which clearly influence relationships. Pupils understand what they should do if they are upset by the behaviour of others and any incidents of unkind or inappropriate behaviour are effectively and promptly addressed.

40. The school provides very good opportunities for pupils to take responsibility, show initiative and develop an understanding of living in a community. Each team elects captains and vice-captains who meet the headteacher regularly to discuss matters. Older pupils help with Breakfast Club preparing and clearing away assembly chairs and benches, and help younger pupils. Within each class, pupils have a range of tasks and responsibilities to encourage them to take responsibility and help each other. In mathematics, art, physical education and information technology lessons, pupils are encouraged to work together in groups. Year 6 pupils undertake a residential visit which develops their social awareness. The local community police and football club have close links. Pupils undertake drama productions including a Christmas Play and there is a good range of extra curricular activities which provide good opportunities for pupils to work together. All staff and adults in the school provide excellent role models and relationships within the school are very good.
41. There is very good provision for pupils to appreciate their own cultural traditions and the richness of other cultures. The school makes very good use of the richness of the different cultures within it. Pupils have been involved in the Crosby dance project and benefited from workshop visits from The National Ballet, Northern School of Contemporary Dance and other dancers. Music from other cultures is celebrated through music teaching. The school strives hard to ensure that pupils gain valuable first hand experience through visits, visitors, use of the library and museum services and visiting theatre companies. In art, pupils learn about artists such as Mondrian, Klee, Monet, Van Gogh and William Morris. They learn of ancient civilisations and periods in history such as the Greeks, Egyptians, Vikings and the Victorians. They learn about Egypt and St Lucia and Australia through an internet link.
42. Relationships with other schools in the area are good. Older pupils make visits to the local technology college and a teacher from the college helps with the teaching of information technology in Year 6. Valuable technical support on information technology is also provided by the technology college.
43. The school makes good provision for pupils' personal, social and health education. The school is working towards a Healthy School Award and emphasises a variety of health messages to pupils during lessons and throughout the school. The school invites a number of related providers into school to support the programme, for example, the life education centre. This enables pupils to learn more about their bodies and how to keep them healthy. Local dieticians have analysed the school's menus and highlighted healthy options which are now available regularly in the dining hall. Pupils were also involved in this exercise and voted on the symbol they felt best illustrated a healthy eating option - an apple. Positive health messages are displayed around the school. There are well considered policies in place covering sex education and drugs' misuse and parents are aware of their contents.
44. The community makes a good contribution to pupils' learning in several ways. A number of local service providers come into school to speak to pupils and this helps pupils to gain a better understanding of the world of work. Representatives from national ballet companies and theatre groups have visited and representatives of health promotion groups come into school regularly to support the school's programme for personal, social and health education. Children under five make a good number of visits around the locality and this helps to support their personal and social development as well as increasing their knowledge and understanding of the world. Community figures such as the postman and crossing patrol lady also talk to the children. A national retail organisation provides valuable support for the music curriculum through the "Voices" programme and this has made a significant musical contribution. The school has launched the Crosby children's outdoor play project to raise funds for outdoor play equipment for

the nursery and the wider community. This helps pupils to see the impact of their actions on the wider world and the role they play in the local environment.

45. The school cultivates constructive relationships with a variety of partner institutions to good effect. Teachers work particularly well with colleagues from the partner secondary school. The head of Year 7 visits the school regularly. Pupils visit the secondary school at various times during the year to sample activities such as science and information technology. They are invited to productions and gradually become more familiar with the environment which helps with their eventual transition to secondary education. Effective links are also established with a number of further education colleges. Students attend on a varied programme of work and study placements and they make a positive contribution to pupils' learning.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

46. The school takes good care of its pupils and this helps them to feel secure and to learn effectively.
47. There are very good procedures for child protection and for ensuring pupils' welfare. Pastoral care is extremely well considered by the school and is one of its strengths. Each pupil's individual well-being is at the heart of what the school offers. All staff are aware of the child protection procedures and the support of outside agencies is requested as appropriate to ensure the safety of all pupils. The health and safety of all pupils is very well considered by the school. Lunchtimes are pleasant social occasions in the dining halls and in the playground and pupils relate well to the lunchtime staff.
48. Procedures for assessing pupils' attainment and progress are good. The school uses the optional tests in mathematics and English in Key Stage 2. Pupils are assessed in reading, spelling and mathematics on entry to the school. Assessments are used effectively to identify strengths and weaknesses and to set targets for attainment for individual and groups of pupils. The school has developed effective systems for regular teachers' assessment and noting pupils' progress in the core subjects, although there are currently no procedures in place for religious education or information technology. Assessment of pupils' progress in non-core subjects is managed effectively through the identification of assessment opportunities during the planning.
49. The school builds effectively on existing assessment procedures to identify pupils with special educational needs and to comply with the Code of Practice. Pupils' performance is regularly reviewed and recorded and the school alters the stage at which pupils are placed or removes them from the register as appropriate. These procedures are very effective in monitoring pupils' progress and deciding on their placement on the register, in accordance with the policy and the Code of Practice. Procedures for assessing the progress of pupils with English as an additional language are good. Regular reviews take place to monitor how well these pupils are achieving in their acquisition of English. The information gained is used well to agree revised targets.
50. Assessment information is used well in English, mathematics and science to plan for pupils' next steps in learning. The results of assessments are used to set targets for year groups but not for individuals. Records are passed on from teacher to teacher when pupils move classes to ensure continuity and progression. Test results throughout the school are analysed and monitored to identify gender, and teaching and learning issues, as well as to make decisions about pupils' grouping in numeracy. However, procedures for analysing the results of Key Stage 1 tests are not sufficiently focused, for example, in mathematics. The school does not, therefore, have a clear picture of what it does well and what parts of the curriculum need to be improved to help raise standards. The school has specific targets for both numeracy and literacy, which are linked to teaching and learning targets within the curriculum. There are effective procedures in place to

assess pupils with special education needs and the information is used effectively.

51. The school monitors pupils' attendance patterns systematically and this has led to an increased level of attendance since the last inspection. The deputy headteacher tracks absence weekly and has established effective links with the educational welfare officer. Parents are regularly reminded about the importance of punctuality and regular attendance. A large percentage of pupils enter and leave the school during the course of the year and monitoring attendance is difficult and time consuming. However, the school has been very effective and the instances of unauthorised absence have dropped significantly from the figure reported at the previous inspection. The improved attendance makes a positive contribution to pupils' learning.
52. There are very effective procedures for monitoring and promoting good behaviour. Parents are aware of the systems in place and all staff ensure a consistent approach to behaviour management. The present system is very effective and results in a calm and orderly learning environment. Pupils are very familiar with the high expectations of the staff and most respond quickly when reminded by teachers. Teachers often use 'circle time' to gain valuable insights into how pupils feel and what they need to make them happier, more productive at school and improve the quality of the work. There are very effective procedures for monitoring and eliminating all forms of oppressive behaviour such as racism and bullying. The whole school works together as a harmonious community.
53. The school has developed good procedures for monitoring and supporting pupils' personal development. Once an area of concern is identified, parents are invited to come to school to discuss the situation and they are kept well informed of their child's progress. Provision for pupils with special educational needs and for pupils for whom English is not their mother tongue is very effective and has a very positive impact on their attainment and progress. Weekly award assemblies where teachers recognise and praise effort and achievement are effective in promoting positive values. Pupils are set targets for improvement each year in the annual reports to parents. As the year progresses they are encouraged to evaluate how well they have met these goals. Parental comments are encouraged and valued on annual reports. These help staff, pupils and parents to work together to improve each individual's attainment.
54. The school has maintained the high standards reported at the previous inspection and has improved its procedures for monitoring and promoting good attendance. These are now very good.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

55. Parents and carers have overwhelmingly positive views of the school. Inspectors agree with parents' views that the school is an open and welcoming community and that their concerns are effectively addressed. Most parents feel well informed about school life and, particularly, about the progress their children make. However, a small number would appreciate more information on what their children are taught. Inspection findings confirm parents' views.
56. The school maintains good links with parents and these ensure a very positive relationship between home and school. The induction period for nursery children is well considered and allows children to settle quickly into school routines. Nursery staff initiate good relationships with parents who are invited to attend introductory talks and make visits to the nursery. They feel well informed about what their children are doing at school. Parents are encouraged to accompany their children into reception classes each morning and to sit with them during initial activities. Although this provides a useful insight for parents into how their children are settling and the activities they undertake, they would benefit from more guidance on how to support their

children's learning more effectively during this time. Parents of older pupils appreciate the programme of extra-curricular activities the school provides for their children as this helps to broaden their experiences and personal development. Administrative staff offer a friendly welcome to parents and present a very good first impression of the school to prospective parents and visitors.

57. The quality of information provided for parents is good. Regular newsletters update parents on school events. The school prospectus is detailed and provides good guidance on the school's expectations and ethos. The governors' annual report to parents also provides a useful overview of the school's work. Good communication exists between parents and teachers and they are able to question staff on a daily basis about any concerns. The headteacher makes himself readily available to parents and maintains a high profile at the beginning and end of the day which is appreciated by parents. Clear, evaluative information is communicated to parents about their children's attainment and progress at parents' evenings and in annual written reports. These are very detailed and provide much useful information to parents on what their children can do and where their strengths and weaknesses lie. Parents are encouraged to complete an evaluation sheet to return to the school. Many parents find the curriculum meetings on literacy and numeracy very useful as they help them to support their children's learning at home. The school has been very successful in encouraging parents to show interest in their children's education. It now needs to increase the amount of curricular information it provides to parents so that they all have a very clear understanding of what is being taught in classes throughout the year. In this way, they will be better equipped to support topic work and other school learning activities. Teachers ensure that any parents who do not speak or understand English are helped by the bilingual support staff and this is valued by parents.
58. Parents work effectively to raise funds on behalf of the school and this makes a positive contribution to the school's learning resources. A small number of parents help regularly in school, but parental involvement in classrooms is limited. The school runs courses specifically to help parents extend their own education and a few parents have benefited already from courses held at the school. Parent governors make a good contribution to the life of the school and to pupils' learning. One working party has helped teachers to promote the healthy school award scheme in the school. This is having a very positive impact on pupils' understanding of the issues surrounding good health for life.
59. Parents' involvement in the work of the school is satisfactory. Most make sure that their children attend school regularly and on time and this helps pupils to learn at a steady pace. Most parents are conscientious in their support of homework and extra-curricular activities and encourage their children to complete work set and to participate in alternative activities. For example, nursery parents were asked to help children make a cut out card doll and "dress it" in clothes made from a variety of paper. The school has maintained similar standards to those recorded at the last inspection.

HOW WELL IS THE SCHOOL LED AND MANAGED?

60. Leadership and management of the school by the headteacher and key staff are satisfactory overall. The leadership provides a clear educational direction for the school. At the time of the last inspection, the headteacher provided clear leadership for the work of the school and this is still the case. He has a strong sense of purpose and is instrumental in ensuring that appropriate emphasis is placed on building good relationships and providing a caring environment. Parents are very pleased with the attitudes and values the school teaches and the way in which all staff care for their children.

61. There is a clear vision to raise standards and a shared commitment to improvement. However, the school is not always clear how this will be achieved. Job descriptions do not sufficiently reflect the changing needs of co-ordinators. This limits their contribution to the management of the school. The headteacher, with the English and mathematics co-ordinators, has begun to monitor the curriculum and the quality of teaching and learning. However, the outcomes of monitoring teaching are not always used systematically to raise the quality of teaching and learning and so help to improve standards. For example, reading is not well structured in all Key Stage 2 classes to ensure a clear focus on the teaching of the skills which pupils need to learn. Co-ordinators for English and mathematics analyse test data to monitor pupils' performance, but do not yet use this information to set individual targets for pupils in order to raise standards further. However, there has been a positive impact on pupils' mental skills in numeracy as a result of the school using information gained from the monitoring of teaching and the analysis of test results.
62. Curriculum co-ordinators for the remaining subjects are aware of their responsibilities, but these have not yet been fully developed. Responsibilities consist mainly of managing learning resources and providing support for teachers. All have effective budget responsibilities. Although they undertake an annual review of their subjects, they undertake limited monitoring of teaching and learning to identify good practice and so help to raise standards.
63. The management of special needs is very good. The efficient co-ordinators ensures that reviews of pupils' progress towards achieving their agreed targets are regularly carried out and that pupils are appropriately involved. Very effective records are maintained and regularly updated. Provision for pupils with English as an additional language is also very good and very well managed by the teacher concerned.
64. Many of the governors are new to the school and are developing their role. However, the governing body is very supportive on a day-to-day basis and is in a good position to guide the work of the school. Individual governors for special educational needs and numeracy visit the school and report back to the full governing body, so that governors have a good basis to ask pertinent questions and to hold the school to account for the standards it achieves. Those governors who have been involved with the school for a number of years have a satisfactory view of its strengths and weaknesses.
65. The school development plan identifies appropriate priorities for development. It is generally sound for its short and long term development. The targets are appropriate and key personnel, timings and cost and resource implications are noted. Success criteria are mostly specific enough to allow the school to measure its own performance. The governors meet their statutory requirements fully. The school has set itself achievable targets to improve standards and has taken the necessary action to meet them.
66. The aims and values of the school are reflected very well through its work. The school provides a welcoming environment where there are strong links between home, school and the wider community. Pupils are encouraged to reach their full potential and feelings of mutual respect and understanding are promoted. The school makes very good provision for the spiritual and moral development of its pupils.
67. The school's procedures for staff appraisal are good. The headteacher and deputy headteacher have agreed measurable targets with the governors in relation to their performance and are working successfully towards achieving them. Annual professional development discussions are held between the headteacher and both teaching and support staff. Individual targets are agreed at this meeting and, wherever possible, matched with the school's development plan. The

professional development opportunities have had a positive impact on the quality of education provided, particularly for classroom assistants who contribute to the good provision for pupils with English as an additional language and for those who receive support in English. The school also provides opportunities for staff to keep up-to-date with new practices through visits to other institutions. In addition, the school's administrative staff is included in professional training, for example, in the use of information technology. The induction programme for newly appointed staff is effective. All of these procedures and opportunities help to ensure that the staff is generally well motivated. There is, however, a weakness in the annual review process because the changing roles of co-ordinators are not reflected in revised job descriptions. This reduces the effectiveness of some of their work. For example, in mathematics, the Key Stage 2 co-ordinator analyses the results of national tests and uses the information well to help raise pupils' achievement. This is not the case in Key Stage 1 where insufficient analysis takes place.

68. The teaching staff are suitably qualified and experienced and the school is suitably staffed with teaching assistants. Teachers have sufficient knowledge, overall, to meet the requirements of most of the National Curriculum subjects, although not in information technology. Several co-ordinators are well qualified to carry out their roles, for example, the special educational needs co-ordinator and the Key Stage 2 mathematics co-ordinator. Since the last inspection, the school has maintained the provision. It has built upon the good level of integration of pupils with special educational needs and has similarly included visiting staff who support pupils with English as an additional language.
69. Overall, the accommodation is adequate and allows the curriculum to be taught effectively. Since the last inspection the school has improved the facilities for children's learning in the nursery by providing additional outside play facilities. The nursery's perimeter fencing has been strengthened. Although the school has two halls which are used well, they are small and sometimes limit the learning opportunities for older pupils. In addition, the playgrounds are small for the number of pupils in the school. The accommodation is clean, well maintained and provides a suitable learning environment. There are sufficient rooms for staff to work in and hold meetings with parents and visitors. A room set aside for administering first aid provides privacy and seclusion for sick or injured pupils. Most areas of the school are accessible to wheelchair users.
70. There are adequate resources to match the demands of the curriculum in all subjects. The level of resources in English, science and design and technology is good. The recently opened information technology suite provides a very good level of resource for the subject. Resources for children under five are also good and have a positive impact on their learning. Resources to help pupils increase their awareness of other cultures and faiths are satisfactory. Effective use is made of outside resources to enrich the pupils' learning.
71. The school makes very good use of the financial resources allocated to it. The funding for special educational needs and other additional funding is very carefully documented and the management of these is excellent. Expenditure is clearly linked to educational priorities detailed in the school development plan which shows very clear direction for the school. These priorities are carefully drawn together by the headteacher in consultation with the part-time bursar, staff and governors and supported through very careful financial planning and monitoring. Each item is accompanied by a realistic estimate of costing which effectively assists the budget process.
72. Planning for the budget is very carefully carried out before the beginning of the financial year and there is full consultation with staff and governors. The school provides substantial funding from its own budget for support staff to help lower attaining pupils and those with special educational needs. The finance committee of the governing body is very effectively involved in the preparation

of the budget and closely monitors monthly expenditure. In making purchases, the school takes very good measures to ensure best value for money by carefully comparing prices and contracts. The most recent auditor's report shows no major areas for improvement.

73. The school makes good use of new technology in supporting the administration of the school. It uses technology well to manage the budget and attendance records. The school has recently purchased modern computers and staff and pupils are beginning to make good use of these particularly, the Internet and E-mail facilities.
74. The headteacher, part-time bursar and administrative assistant manage the day-to-day financial procedures of the school very well. The systems in place ensure that the school runs very smoothly and that money is handled securely. Income and expenditure are carefully recorded. There are very good systems for monthly checks on expenditure and for secure cash processing which provides a very good level of internal control. Separate accounts are kept for private funds which are audited annually and presented to the governing body. Other day-to-day administrative procedures are very effective; communication systems within the school are good. Office staff work in an efficient, calm and professional manner and support the school's work extremely well.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

75. The governors, headteacher and staff should work together to;
- a. raise standards in English, mathematics, science and information technology by:
 - i. improving the teachers' skills in teaching literacy and increasing the use of the new fiction material;
 - ii. teaching the aspects in mathematics which deal with shape, space and handling data more effectively;
 - iii. ensuring that pupils improve their oracy and use the results of their experimental work in science to draw conclusions and compare and identify trends in results;
 - iv. provide appropriate professional development opportunities to increase teachers' confidence in using information technology.

Information technology is a priority in the school development plan for 1999/2000.

(paragraphs 1, 12, 50, 61, 62, 67, 87, 95, 101, 103, 107, 114, 115, 122, 126, 136, 143, 144, 148)

- b. widen the role of the subject co-ordinators to reflect their changing responsibilities and so:
 - i. improve the monitoring and evaluation of teaching and learning;

(paragraphs 62, 126, 135, 150)

- ii. ensure that the results of tests and assessments are used more effectively to highlight areas where pupils' achievement needs to be improved.

(paragraphs 50, 101, 114, 122, 126, 136, 143, 150)

In addition, the governing body should consider the following minor weaknesses:

- improve the quality of information for parents about what is taught so that they are better able to support their children's learning;

(paragraph 57)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	103
Number of discussions with staff, governors, other adults and pupils	32

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	9	37	50	3	1	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	30	460
Number of full-time pupils eligible for free school meals	0	141

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	1	13
Number of pupils on the school's special educational needs register	11	198

English as an additional language	No of pupils
Number of pupils with English as an additional language	82

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	78
Pupils who left the school other than at the usual time of leaving	81

Attendance

Authorised absence	%
School data	6.1
National comparative data	5.4

Unauthorised absence	%
School data	0.2
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	44	29	73

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	28	33	37
	Girls	25	26	25
	Total	53	59	62
Percentage of pupils At NC level 2 or above	School	73 (62)	81 (74)	85 (69)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	28	12	31
	Girls	21	14	19
	Total	49	26	50
Percentage of pupils At NC level 2 or above	School	67 (68)	36 (44)	68 (70)
	National	82 (80)	86 (85)	87 (86]

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	29	42	71

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	12	22
	Girls	31	20	27
	Total	45	32	49
Percentage of pupils At NC level 4 or above	School	63 (54)	45 (45)	69 (75)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	16	20
	Girls	28	24	26
	Total	41	40	46
Percentage of pupils At NC level 4 or above	School	58 (54)	57 (54)	65 (71)
	National	68 (65)	69 (65)	75 (71)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	6
Black – other	0
Indian	9
Pakistani	11
Bangladeshi	35
Chinese	0
White	347
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	5	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: Yr – Y6

Total number of qualified teachers (FTE)	18.3
Number of pupils per qualified teacher	22.4
Average class size	27.9

Education support staff: Yr – Y6

Total number of education support staff	9.2
Total aggregate hours worked per week	236

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	2.2
Number of pupils per qualified teacher	27.3

Total number of education support staff	3.4
Total aggregate hours worked per week	111

Number of pupils per FTE adult	10.7
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FTE means full-time equivalent.

Financial information

Financial year	1998/99
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	£
Total income	834819
Total expenditure	822599
Expenditure per pupil	1639
Balance brought forward from previous year	48997
Balance carried forward to next year	61217

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	460
Number of questionnaires returned	234

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	29	3	1	0
My child is making good progress in school.	57	37	3	1	2
Behaviour in the school is good.	53	40	5	0	0
My child gets the right amount of work to do at home.	38	44	9	3	3
The teaching is good.	68	29	2	0	0
I am kept well informed about how my child is getting on.	57	34	8	0	0
I would feel comfortable about approaching the school with questions or a problem.	68	29	3	0	0
The school expects my child to work hard and achieve his or her best.	68	30	1	0	1
The school works closely with parents.	55	37	6	0	2
The school is well led and managed.	68	27	3	0	1
The school is helping my child become mature and responsible.	61	36	2	0	1
The school provides an interesting range of activities outside lessons.	40	33	12	2	11

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF

THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

76. The children enter the nursery after their third birthday, depending on the availability of places. Requests made by outside agencies for pupils with special educational needs may be given priority. Younger children have part-time places, but older children attend full time in their final term before joining the reception class in the term during which they are five.
77. The majority of children join the nursery with knowledge and skills well below the levels normally expected in almost all the areas of learning. They have very low levels of attainment in speaking and listening. Several have special educational needs and many children come from homes where English is an additional language. While their rate of progress is satisfactory, children still have below average levels of attainment in most areas of learning by the time they enter the reception class.
78. The nursery makes satisfactory provision for personal and social development by creating a welcoming and secure environment with consistent and well-balanced routines. The children respond positively to the care of the staff and the good role models they provide. Many children are unsettled and nervous when they first join the nursery, but settle into routines quickly. At the beginning of the day, children choose their activities happily and are undisturbed as their parents leave. Although they trust the nursery staff and are happy to ask how to carry out different tasks, younger children are often quiet in teacher-led work and lack confidence when they answer questions. They play happily on their own and alongside each other, but younger children argue and often find it difficult to take turns or share when working independently. Sometimes they wander from one activity to another without completing the first one, lose their sense of purpose and interrupt each other's work. Older children are more confident, work more co-operatively together and show greater independence and concentration. By the time they are five, they can dress themselves independently apart from putting on their shoes and, with encouragement, learn to tidy up. Most children do not attain the desirable outcomes for learning in personal and social development by the time they are five.
79. By the time they are five, the children have made satisfactory progress in English, but their attainment is still below the levels expected of children of their age in speaking, listening, reading and writing. Children follow instructions well when working in a group, for example, when following the teacher's instructions for making a card doll, or in physical education where they can copy each other. Children comment on what is happening, but have a limited vocabulary and often speak in short phrases or single words. Many in the nursery find it difficult to say words correctly and, although they speak reasonably well in a group, they have difficulty when asked to answer individually. A few younger children correctly recognise individual letters reliably and, by the time they are in their last term in nursery, some successfully match the written letter to the appropriate sound, recognise their names and know the days of the week. By the time children are in their first term in the reception class, they have made steady improvement in their ability to follow instructions and hold a conversation. They know that print carries meaning, that the words on the front of a book tells its name and that looking at pictures gives an idea of the story. However, their skills in all areas of language and literacy are below the expected level and most children are unlikely to attain the desirable outcomes by the time they are five.
80. The majority of children come into the nursery with little knowledge of mathematics. A few children correctly count beyond five, a greater number can count up to five but many cannot count at all. Most do not match objects reliably as they count. Some children name primary colours, match pictures and sort objects, but many are unable to do this. The children make

steady progress as they spend longer in the nursery and improve their knowledge of colours, match and sort with confidence and begin to learn mathematical language such as 'next', 'before', 'more' and 'less'. They begin to match and recognise shapes and sing number songs. Nevertheless, the majority of children are unlikely to attain the desirable learning outcomes by the time they are five.

81. Children gain steadily in knowledge and understanding of the world in the nursery and reception class. Some of the younger children are shy and find it difficult to make themselves understood because of limited speech, but some say how they have come to school and what they like. Older children are more communicative and can discuss the work they have done on computers at school, what to do at dinner time and their favourite games. However, many are limited in their knowledge and range of experience and find it difficult to express their views. Both older and younger children, including those with English as an additional language, recognise and describe change, for example, when clean water becomes dirty. Both older and younger children successfully explore and select materials appropriately when cutting and sticking and are confident in their use of stickle bricks and construction equipment when they make models. Children use computers to some extent independently and their progress in this area is good. However, the great majority of children will not attain desirable outcomes by the time they are five.
82. Children's levels of physical development are in line with those expected for their age. They make satisfactory progress in balancing, running, jumping and climbing. They move with confidence and use space well. They use small equipment such as bean-bags and balance them on their heads and roll balls to each other. Older children follow instructions well in physical education lessons and manage equipment carefully. Children benefit from the new outside provision made for them, particularly from the opportunities provided by the new equipment. In the classroom, children handle small objects such as glue brushes easily and use construction materials effectively. They are likely to achieve the expected levels by the time they are five.
83. Children in the nursery and reception class explore sound and colour with interest and learn a collection of songs quickly. They enjoy dressing up and acting and creating pictures with a variety of materials and choosing different colours. Their limited language skills reduce their ability to share imaginative ideas but they make satisfactory progress and are likely to attain the desirable learning outcomes in their creative development by the time they are five.
84. The quality of teaching is satisfactory, overall. Teachers have a good understanding of the curriculum needed for all the children under five. Lesson planning is satisfactory and addresses all areas of learning. However, some of the sessions are unduly formal and do not allow enough opportunities for children to experiment in groups, share their findings, wait and take turns in a way that helps them to work more co-operatively with each other. Sometimes, teaching sessions are lengthy and lose pace so that the children lose concentration and remain too focused on the adult leading the group. The adults working in the nursery are very sensitive to the children's needs and make good relationships with them and their parents. Planning for children with special educational needs and those for whom English is an additional language is good.
85. The management of the provision for children under five is very good. Assessment procedures are good and evaluations are used well to provide suitable targets and to measure progress. There is close and effective liaison with the main school, the co-ordinators for special educational needs and the bilingual support service. The nursery staff work well with parents, keep them well informed and share opportunities for them to work at home with their children. Resources are good, continue to be developed and are effectively used.

86. In the previous inspection report, teaching was judged to be very good in the nursery and good in the reception class and children's progress was good. In this inspection, both teaching and progress are judged as being satisfactory. The school's assessment data indicate a drop in children's attainment on entry to the nursery since the previous inspection.

ENGLISH

87. Standards in English are below national expectations for pupils at the end of both Key Stages. The results of the National Curriculum tests for 1999 indicate that, by the end of Key Stage 1, the proportion of pupils who attained Level 2 or above and the higher Level 3 in reading was well below the national average. In writing, the national tests for seven year old pupils show the proportion of pupils who attained Level 2 or above was below the national average but that the proportion of pupils working at the higher Level 3 was close to the national average. When the proportion of pupils who attained Level 2 or above is compared with that of similar schools, standards in reading are below average, but, in writing, they are average. The variation in attainment between test results and inspection judgements is because the school has successfully implemented the literacy strategy and this is having a beneficial impact on standards.
88. The national curriculum tests for the end of Key Stage 2, in 1999, indicate that pupils' overall attainment was below the national average, but, in comparison with similar schools, overall standards were average. Inspection evidence provides a similar picture. Results showed that the proportion of pupils attaining the higher level 3 was close to the national average. In comparison with similar schools the proportion of pupils who attained Level 3 was well above average. Over the last four years, standards have improved in line with national trends.
89. By age seven, pupils' speaking skills are below the level expected. Pupils enter the main school with low attainment in speaking and listening. They make satisfactory progress but their ability to express their ideas orally is still below the level expected by the time they are seven. Pupils are not confident in speaking; for example, in lessons when answering questions, they will often give one word answers. They are reluctant to speak in large groups and pupils answering questions in assembly could not be heard clearly. By the end of Key Stage 2, the majority of pupils communicate effectively, express their ideas confidently and are beginning to adapt their form of speech to their audience's needs, for example, when acting out a bullying scene from "Bad Girls" by Jacqueline Wilson, or talking about a Viking workshop in which they took part. However, by the end of Key Stage 2, the majority of pupils' speaking and listening skills are below the level expected. Pupils with special educational needs and those pupils with English as an additional language are well supported and make good progress.
90. By the end of Key Stage 1, the majority of pupils attain standards in reading which are below the national average. During the literacy hour, pupils read the shared text reasonably fluently. In their individual reading, a small number of pupils are enthusiastic about books and stories. Many pupils who are not yet fluent readers handle books well, describe pictures accurately and talk about characters, for example Mrs Wishy Washy. Pupils confidently read the big book 'Cinderella'. Only when teachers provide a good model for pupils do they begin to read with an appropriate pace and expression. In their individual reading, pupils talk about segmenting words, syllables and phonemes. Higher attaining pupils read accurately and with expression. However, lower attaining readers do not sufficiently correct their errors.
91. In writing, most pupils correctly form their letters by the end of Key Stage 1. Average attaining pupils are beginning to use full stops and capital letters. A significant number of higher attaining pupils use joined handwriting effectively, spell many words correctly and express themselves clearly. Stories read to pupils have begun to influence their own style of writing. For example, when writing about Mrs Marvel and the Magic Cake, many pupils use adjectives successfully.

92. By the end of Key Stage 2, the majority of pupils continue to attain standards which are below national expectations. Higher attaining pupils attain standards in reading which are above the national average. Only these pupils read with satisfactory levels of fluency and expression, pronouncing complicated words correctly. Average and lower attaining pupils have difficulty reading with sufficient expression and pace. They do not read a sufficiently wide range of fiction to be able to compare books and authors, and discuss plots and characters. Few pupils express opinions about how the story influences the listener. However, most pupils use their reading skills well across other subjects of the curriculum. For example, they use non-fiction texts to read about the Battle of Marathon, in History. Older pupils know how to use the school's index system to find books in the library. Pupils' with special educational needs and those with English as an additional language make good progress.
93. By the end of Key Stage 2, pupils' attainment in writing remains below the national average. However, pupils' handwriting is well formed, using ink. Presentation of work and levels of punctuation are often satisfactory. Higher attaining pupils generally use grammar correctly and are beginning to use paragraphs effectively. However, the majority of pupils are not confident in their use of paragraphs. Pupils develop their writing effectively, using increasingly complex structures. Good examples of this writing are personification used to create strong images in poetry, story endings using visual and inferential techniques and newspaper reports in a journalistic style', for example, the murder of the King in 'Macbeth'. Pupils' skills in writing are developing satisfactorily across most subjects. For example, in science, pupils write instructional texts on "how to plant a bulb". In geography, they write a travel brochure featuring Robin Hood's Bay.
94. At the time of the last inspection, a key issue for action was to improve the below average standards achieved in English. Pupils' reading and writing skills were underdeveloped and oral responses monosyllabic so that extended answers were a rarity in group and class work. The report directed the school to extend target-setting initiatives with underachieving pupils of average ability and to raise expectations for all pupils, particularly the more able. Satisfactory improvements have been made in addressing these weaknesses.
95. The quality of teaching is satisfactory, overall. In Key Stage 2, it is often good and, occasionally, it is very good. In less than one lesson in ten, teaching is unsatisfactory. Very occasionally it is poor. In the least effective lessons, teachers are still unfamiliar with the literacy hour and do not have a secure understanding of how to plan some of the activities. Tasks provided are not always challenging enough and do not sufficiently promote pupils' reading skills or their knowledge of letters and their sounds. When this happens, pupils achieve very little during the session and become bored, inattentive and are unable to sustain a satisfactory level of concentration. Most teachers have good subject knowledge and clear objectives for pupils' learning. They manage pupils' behaviour well, establish good relationships and value pupils' contributions. The best lessons are characterised by teachers providing challenging introductions and moving pupils effectively through their learning objectives. For example, in Year 6, the teacher used very good techniques and drama to explain how writing caused effect. Teachers consistently give pupils positive encouragement and some identify areas for development when marking work. They often use effective questioning to assess pupils' levels of understanding. Teachers prepare and use resources efficiently and effectively. Those pupils with special educational needs and those with English as an additional language are very well supported by non-teaching assistants and staff from the Bi-lingual Support Service.
96. Progress, overall, is satisfactory. However, taking into account the high proportion of pupils with English as an additional language, the high proportion of pupils with special educational needs,

and the 25 per cent of transient pupils in Year 6, progress at Key Stage 2 is good. Pupils, including those with special educational needs and those with English as additional language, often make good progress towards attaining their targets.

97. Throughout the school, pupils' attitudes to their learning are good and occasionally very good. Their behaviour is generally good and they work hard. They help each other, work well together, share ideas and make suggestions. The majority are enthusiastic learners who concentrate well and are proud of their work. On occasions when the work set for them is not challenging enough, or when the teacher's expectations are low, a few pupils are unduly noisy and unco-operative. In a small number of lessons when the pace of learning is slow, several pupils do not concentrate on the tasks set for them. Pupils have very good relationships with their teachers. They enjoy the Literacy Hour, particularly the discussion with adults and other pupils.
98. The school meets the requirements of the National Curriculum for English and has made a good start to the National Literacy Strategy. The potential for development is good. Teachers have worked hard to implement the strategy and in the better lessons it is beginning to have a positive impact on standards. Literacy is beginning to be used effectively across the curriculum.
99. The school is using the National Literacy Strategy as its English scheme of work. There is a useful policy and the medium-term plans are used effectively as a bank of ideas to support teaching. Handwriting is regularly taught and pupils take home spellings to learn for homework which has a beneficial effect on pupils' progress. Monitoring of the medium-term planning takes place by the key stage co-ordinators and is available for the English co-ordinators. Monitoring of the quality of teaching has been carried out for some, but not all teachers, and is not yet having sufficient impact on helping to raise standards.
100. In the past year, the co-ordinators have begun to analyse national test results and have targeted lower attaining pupils in Years 3 and 4 to receive Additional Literacy Support for reading. A programme of reading recovery is also in place and is having a beneficial effect on those pupils withdrawn from class. However, the very good support provided by classroom assistants which is used to benefit these pupils is not used as part of the literacy hour and is not focused in the classroom.
101. The leadership and management of the subject are good. The co-ordinators have a clear vision and development plan for the subject. The literacy action plan is appropriately focused on improving pupils' writing. The school assesses pupils' progress in reading and spelling and records are kept. However, reading records are very general and comments are not sufficiently focused on pupils' needs or strategies for improvement.
102. Fiction resources are now good, but are not used sufficiently. Some of them remain unopened in the resource room. The library is rather cramped, there are insufficient books and the range is barely adequate. Books in classrooms are attractive and of good quality. There is a good range of Big Books to support work in the literacy hour, but the collection of non-fiction Big Books is limited.

MATHEMATICS

103. Standards are below the national average at the end of both key stages, but pupils' achievement is generally satisfactory. Standards are detrimentally affected by the high proportion of pupils who regularly move school. During the last school year around 30 per cent of the pupils moved school. In the present Year 6, over one quarter of the pupils have moved school. Of these, around 75 per cent are on the special educational needs register. When reading the results of tests and

assessments, it is important to note that the published data does not take into account this high mobility factor or the high proportion of pupils in the school who are on the special educational needs register. In comparison with similar schools, standards were well below average at the end of both key stages. In both key stages, there is no variation in attainment by gender or ethnicity.

104. The results of the national tests in 1999 show that the proportion of pupils aged seven, attaining Level 2 or above was below the national average and the proportion attaining the higher Level 3 was well below the national average. The teachers' assessments show a lower level of attainment. This is because teachers have been cautious in their assessments. During the inspection, teachers showed a satisfactory understanding of the requirements of the different levels in the National Curriculum. Over the last four years, pupils' attainment has been below the national average. Trends have broadly mirrored the national trend and although there was a decline in standards in 1998, there has been an improvement over the last twelve months.
105. The results of the national test for 1999 show that the proportion of pupils aged 11 attaining Level 4 and the higher Level 5 was well below the national average. When the mobility factor is taken into account the proportion of pupils attaining Level 4 or above is close to the national average. The difference between the results of the tests and the inspectors' judgements is because the school has begun to use information gained from assessments to highlight areas for development and this, together with teachers' increased confidence in teaching numeracy, is having a positive impact on pupils' level of attainment.
106. By the end of Key Stage 1, pupils correctly count sets of objects to 20. Higher attaining pupils correctly order numbers up to 100 and have a secure understanding of place value to tens and units. Although higher attaining pupils understand the concept of one half, a quarter and tell the time to the half hour correctly, lower attaining pupils have not yet developed an understanding of these aspects of the subject. Most pupils correctly continue simple number patterns, but not all pupils have a working knowledge of standard units of length, such as centimetres and metres. Most pupils correctly name and recognise two-dimensional shapes, such as squares, triangles and circles, but very few name or recognise three-dimensional shapes.
107. By the end of Key stage 2, most pupils have a secure knowledge of how to solve problems by partitioning parts of the problem, for example, by using brackets accurately. They successfully divide four digit numbers by one or two digits and many work to two decimal places. Average attaining pupils have a satisfactory understanding of mixed numbers, equivalent fractions and simple percentages. Higher attaining pupils show a greater mental agility when solving problems than do lower attaining pupils. They are successfully developing their strategies for solving problems and are beginning to be confident when explaining their thinking to others. Pupils are not sufficiently advanced in their understanding of shape and space and data handling.
108. Since the last inspection, standards have slightly improved. The school has successfully implemented the Numeracy Strategy and teachers have improved their planning for lessons. In addition, the school has started to target certain groups of pupils who are close to achieving Level 4. These pupils receive well focused support in a small group which is improving their achievement. The school also provides out-of-school sessions to help higher attaining pupils in Year 6 to improve their level of achievement. The implementation of the Numeracy Strategy has improved the coverage of the National Curriculum. By analysing information from test results, teachers have identified areas of weakness in pupils' achievement, for example, in their mental agility and ability to solve problems. The school has successfully focused on these areas in its teaching and planning to improve standards. These developments together with improvements in the leadership and management of the subject are having a positive impact on standards and pupils' achievement.

109. The quality of teaching is satisfactory, overall, and never less than satisfactory. There is little difference in the quality of teaching between the key stages, although there was an example of very good teaching in Key Stage 2. Teachers have a secure understanding of the subject. They use this effectively to help pupils grasp new concepts. Where difficulties arise they are able to use another approach to help pupils understand. In both key stages, teachers explain new areas of learning clearly so that pupils' learning is improved. They often use questions skilfully to help pupils build on their prior level of understanding and deepen their thinking. This is noticeable with pupils who have special educational needs and higher attaining pupils. In the best lessons, teachers have a good depth of mathematical knowledge, particularly in numeracy, which helps them to provide challenging activities for higher attaining pupils and help to improve pupils' achievement. Teachers use the Numeracy Strategy effectively as a basis for their planning. Lessons have clear learning objectives and, where they share the objective of the lesson with pupils at the start of the lesson, it often helps pupils to focus on what they are to learn and their level of concentration increases. Teachers ensure that support staff are well briefed on the learning objectives and how they can support pupils' learning. They work closely with groups of pupils and have a beneficial impact on the progress which pupils make. For example, in one lesson in Year 3, the partnership between the teacher and classroom assistant was so good that it was almost seamless and pupils including those with special educational needs and those with English as an additional language, rapidly acquired new skills.
110. Teachers have satisfactory expectations of what pupils can do in Key Stage 1. In Key Stage 2, particularly towards the upper part, teachers often have high expectations of what pupils can achieve. In a few lessons, teaching helps pupils to learn in an atmosphere of high motivation where all are expected to share their ideas. It allows pupils to try out new ideas, recognise mathematical patterns and alternative strategies to solve problems. This deepens pupils' thinking, knowledge and understanding.
111. Across the school, teachers generally use methods and organisation which match the purpose of the lesson. Occasionally, in the lower part of Key Stage 2, teachers use a limited range of teaching styles and the organisation of lessons is narrow. This is partly because of the large number of pupils in some classes and the large furniture in relatively small rooms. When this happens, it limits the learning which takes place, because pupils' concentration wavers and their opportunities to think and learn for themselves are reduced. The management of pupils' behaviour is good. There is a small group of pupils who occasionally behave badly. These pupils are known to have special educational needs. Teachers manage their behaviour effectively and follow closely the school's behavioural policy. Teachers generally expect and gain good behaviour from pupils.
112. Teachers generally assess effectively what pupils know, understand and can do. They use the closing part of the lesson to pose questions of pupils and often use probing questions throughout the lesson to gauge the extent of pupils' learning. Where they discover common difficulties which slow learning, they carefully explain concepts again and allow pupils to increase their rate of progress. Teachers are well aware that a sizeable proportion of pupils have a limited vocabulary. They often use question and answer sessions to increase the range and use of mathematical language and, by doing so, help pupils to develop their understanding of when to use certain words correctly. This aspect of teaching has a positive impact on pupils' progress and achievement. The use of homework is satisfactory and has a beneficial impact on pupils' progress. Teachers set homework regularly and generally use it to consolidate work begun in lessons.
113. Most pupils have good levels of concentration, particularly in Key Stage 2. Most understand

what they are learning and older pupils appreciate the reasons for learning particular skills and concepts. Pupils with special educational needs and those with English as an additional language often make good progress towards achieving their targets. They are well supported by both school and visiting staff. The work expected by most teachers ensures that pupils work hard and try to do their best. When teachers set timed targets for the completion of work it often has a beneficial impact on the pace at which pupils work. Teachers marking of pupils' work is up-to-date. However, there are few examples of teachers helping pupils to understand how they can improve their work by setting targets for pupils to achieve.

114. The teaching of the subject meets the requirements of the National Curriculum. There are two subject co-ordinators, one for each key stage. The monitoring of the coverage of the subject in Key Stage 2 is effective and the co-ordinator has begun to monitor the standards attained. Careful analysis of test results has helped to bring about improvements in the way that the subject is planned and taught. An effective programme for monitoring the quality of teaching and learning has begun and is starting to have a beneficial effect on raising standards in Key Stage 2. However, the work of the co-ordinators does not sufficiently support the raising of standards in Key Stage 1, where very little monitoring of standards takes place. This discrepancy in the role of the co-ordinators is because the developing role has not been recognised and sufficiently formalised in job descriptions. Procedures for assessment of pupils' attainment and progress are satisfactory and records are regularly kept. Information gained from assessment is used satisfactorily to support pupils' future learning. The school has successfully implemented the Numeracy Strategy and numeracy is effectively taught across the school. It is promoted in different subjects, such as history where pupils understand the concept of the past and in science where they record their findings by plotting graphs. Literacy is supported through the recording of information and through explanations of how strategies help to solve problems. The level of resources, including those for information technology, is satisfactory.

SCIENCE

115. Standards in science are below national expectations. Teachers' assessments for seven-year olds in 1999 indicated that attainment was well below in comparison with the national average and inspection evidence indicates a similar picture for the current cohort. Results in the 1999 tests for pupils in Year 6 were well below the national average and below average when compared with those of similar schools. Inspection evidence indicates that pupils in the current Year 6 are attaining a level which is below the national average. However, differences and fluctuations in performance are not necessarily significant because of the high numbers of pupils with special educational needs and the large numbers who move in and out of the school. There is no noticeable difference between the performance of boys and girls.
116. By the end of Year 2, few pupils have a good understanding of scientific vocabulary such as 'circuits', 'power' and 'batteries'. A few pupils give reasons why bulbs will or will not light in electrical circuits. Pupils are developing a good knowledge of materials through their investigations into how quickly ice melts and the warmest part of their classrooms. A few are beginning to understand how to carry out a fair test, although many still need adult support to do this.
117. By the end of Year 6, many pupils continue to have difficulties in developing their scientific vocabulary when carrying out experiments. They carefully investigate the effect on the weight of objects submerged in water and are developing their experimental skills well. They show increasing confidence when carrying out their investigations. An analysis of past work and discussions with pupils shows that many pupils have a good understanding of the major organs of the human body and the effects of healthy eating on the body.

118. The school has maintained its standards since the last inspection. This is in spite of the fact that there has been a significant increase in the number of pupils with special educational needs, as well as a much higher number who move in and out of the school during the year. Although teaching is often good, it has not entirely overcome the factors outlined above. .
119. Overall, the quality of teaching is good. There is no unsatisfactory teaching to report. The good teaching is based on the use of good methods of presenting the subject in a clear and logical way, with a series of questions and tasks. Teachers' subject knowledge is very secure in the best lessons and is never less than satisfactory in the rest. In the better lessons, work includes tasks that are matched closely to the needs of different groups with varying levels of attainment. Where teaching is satisfactory it is because the selection of tasks is not always sufficiently refined. In their marking of pupils' work, teachers acknowledge that pupils have completed tasks, but rarely indicate where they need to improve their scientific skills. All staff have good relationships with their pupils to ensure that they do their best. Teachers celebrate pupils' achievements very well in high quality displays of their work. This is further enhanced by the use of different languages on the displays.
120. Progress across Key Stage 1 is satisfactory, overall, and in Year 2 it is often good. In Key Stage 2 it is often good. Pupils with special educational needs and those with English as an additional language make equally good progress as their classmates. Pupils' progress relates closely to the quality of teaching. In lessons where progress is good, teachers have a particularly careful and thorough approach that is based on probing, scientific questions. Teaching challenges pupils at an appropriate level for their present knowledge, while it allows teachers to assess whether understanding is sufficiently well developed to move on. In lessons where progress is satisfactory, tasks match the needs of most pupils. However, tasks are not consistently matched to the needs of higher attaining pupils and there is little extension work. The programmes of study are well covered. Pupils' lack of literacy skills hinders their progress in the subject. However, across Key Stage 2, many pupils write in a clear scientific style, using appropriate vocabulary. Overall, pupils also make good progress in their numeracy skills. They measure accurately and construct a range of charts. However, as they progress through the school they do not consistently interpret patterns or trends in their data.
121. Pupils' attitudes to their learning are good across both key stages and they nearly always behave well in lessons. They are very eager to carry out their experiments and work harmoniously together. They treat equipment with care and make sure that everybody has a turn. All of the above contributes significantly to pupils' learning as very little time is lost through correction or silliness. Pupils take a pride in presenting their work well and enjoy talking about their achievements. The vast majority of pupils work at a good pace and put a great deal of effort into their tasks.
122. The leadership of the subject is satisfactory. There is clear documentation that indicates to teachers what to teach and when, based on the nationally recommended schemes of work. Assessment systems have recently been introduced, but have not been used to give pupils precise targets for levels of work to be achieved, so that they and their parents can become involved in their learning. Resources are satisfactory and are well used by staff. There has been no monitoring of the subject, either of lessons or pupils' work, to help raise standards.

ART

123. By the time pupils are seven and eleven, they achieve satisfactory standards of work which are similar to those found at the last inspection. In Years 1 and 2, pupils use observational skills effectively to make pencil sketches of various materials projected on the wall, using the overhead

projector. Some of these are detailed and of good quality. Pupils in Year 2 know the names of Mondrian and Klee and explain their works. In Key Stage 2, pupils are provided with a range of art experiences which enables them to acquire new skills and knowledge satisfactorily in two and three-dimensions. For example, in Year 4, pupils make models using a range of modelling media, such as clay and salt dough to make tiles and models, as part of a topic on the Victorians. Year 5 pupils make fearsome looking masks using malleable materials, which are based on the story of Pandora's box. In Year 6, pupils successfully design interesting Egyptian plaques in preparation for printing as part of their Egyptian studies. Pupils have a sound knowledge of great artists such as Van Gogh, Monet and William Morris.

124. The quality of teaching is satisfactory and sometimes good. Most teachers have sound subject knowledge and their use of art work and artefacts to introduce pupils to works of art is sound. Teachers use methods which enable pupils to learn and make progress. For example, they carefully explain how to use clay to its best advantage. In the best lessons, teachers help pupils to become confident and discriminating about their work by monitoring their progress well and providing effective intervention. Most lessons are carefully planned, resources well managed and pupils are taught to treat resources with respect. For example, effective use is made of an art program on the computer to demonstrate the styles of different artists. The pace of teaching is good and teachers help pupils to evaluate their own and other pupils' work in a helpful way and so improve pupils' confidence. Teachers usually use time effectively and explain objectives clearly so that pupils know what they are to do. This help them to retain their level of concentration. Teachers present pupils' work attractively and with care. They provide good opportunities for pupils to make observational drawings, to understand the importance of drawing and to learn about the work of great artists. This is reflected around the school where there are good quality displays of pupils' work which provide good examples of a wide range of activities. Of particular note are the detailed portraits, clay work, examples of the work of William Morris and good examples of tonal work, tiles and textile activities as part of a topic on St Lucia. Teachers use the local community effectively to support pupils' progress; for example, they use nearby buildings as the subject of pupils' pencil drawings showing satisfactory skills in the use of light and shade. Although all pupils have sketch books, these are rarely used.
125. Pupils' attitudes are satisfactory, overall, in both key stages. Throughout their work, pupils show enthusiasm and interest and generally behave and respond well. In Key Stage 2, pupils are particularly involved in their work. They listen to their teachers very carefully, try hard to carry out instructions and support each other well by providing suggestions and ideas. They value each other's work.
126. There is a sound policy and scheme of work which is at present under review. Medium term planning is variable in quality, but is generally satisfactory. The co-ordinators undertake some monitoring of planning and manage resources, but have no time to monitor the quality of teaching and learning to help raise standards and share good practice. Most teachers know the skills of their pupils and plan suitable work to support their learning. However, the co-ordinators are aware that present arrangements for assessment are unsatisfactory. The school has plans to introduce a formal assessment system when the subject is reviewed. Resources are satisfactory and are well managed.

DESIGN AND TECHNOLOGY

127. Standards in design and technology are typical of those normally expected. This is a similar picture to that at the last report. The school provides opportunities for pupils to design and make in a range of materials and contexts. Most pupils, including those with special educational needs, make satisfactory progress across Key Stage 1. It was not possible to observe any lessons

during the inspection, so evidence was gained from discussions with staff and pupils, analysis of school documentation, photographs and past work. There is a scheme of work securely in place, which supports teachers well in what to teach and when and the skills pupils are to learn. This is implemented effectively by designating blocks of time over the school year in which pupils carry out a project. Year 6 have yet to do their projects, so it is not possible to make a judgement about progress in Key Stage 2.

128. In Years 1 and 2, pupils successfully make fruit salads and vegetable soup. They talk in simple terms about what they have done well and how their work might be improved. They have safely used a variety of tools to peel, scrape and cut their ingredients. This is a significant improvement since the last inspection when pupils did not use tools safely. Work is well linked to the aspects of healthy eating in science. In Years 3 and 4, planning indicates a satisfactory breadth of coverage of the main elements of the curriculum. Pupils build steadily on the skills they already have acquired to use tools and equipment safely. A good feature of work in Key Stage 2 is the strong links made with the local technology school to enrich pupils' achievement. For example, pupils in Year 3 have designed and made their own walls, with good links made to their work in science on materials.

GEOGRAPHY

129. During the inspection it was possible to observe only a limited number of lessons. From the plans available, scrutiny of pupils' work and discussions with staff and pupils, most pupils, including those with special educational needs and those with English as an additional language, make satisfactory progress in both key stages and attain the level expected by the ages of seven and eleven.
130. At the time of the last inspection the requirements of the National Curriculum were not being fully covered and the development of geographical skills was not well planned. In addition, teachers' expectations were not sufficiently high. The school has worked successfully to overcome these weaknesses.
131. By the end of Key Stage 1, most pupils develop satisfactorily their geographical skills, successfully draw a map of their local area and write accounts of their favourite local places. Key features are identified on the map and supported by photographic evidence.
132. By the end of Key Stage 2, pupils deepen their understanding and correctly use key geographical vocabulary. For example, they know what "eroded into the sea" means. They develop their research skills satisfactorily and use both primary and secondary sources to study the Robin Hood Bay area when on a residential visit. They understand scale and co-ordinates, construct flow diagrams and study how the settlement has changed over time.
133. Pupils' attitudes towards the subject are satisfactory. They work well with good levels of concentration and their behaviour, overall, is good. They help one another and show their appreciation of the contributions of others during whole class sessions.
134. Secure judgements about the quality of teaching are not possible. However, from documentation it is clear that there is full coverage of the National Curriculum and that teachers plan activities with clear learning objectives.
135. There is a useful scheme of work which balances coverage of place, skills and themes over time and helps to ensure that statutory requirements are met. Good use is made of the strategies for literacy and numeracy to support the development of geography. In literacy, pupils write about

the consequences of flooding on a community. In numeracy, they understand scales, directions and co-ordinates. They use information technology to good effect in their geography studies; for example, they find information on CD ROM with regard to the climate, people and environment of Egypt.

136. The co-ordinator effectively monitors medium term planning to track skills. Teachers record pupils' progress effectively through the end of year report to parents, but there is no systematic assessment of pupils' progress from year to year. Learning resources are good and good use is made of educational visits to enrich pupils' learning experiences.

HISTORY

137. During the inspection, it was possible to observe only one lesson. However, from curriculum planning, scrutiny of pupils' work and discussion with staff and pupils, it is clear that most pupils, including those with special educational needs and those for whom English is an additional language, make satisfactory progress in both key stages and attain the level expected for their age.
138. At the time of the last inspection it was found that there was insufficient challenge for higher attaining pupils. Strengths included the provision by teachers to bring history alive through visits to historical sites, museums and the use of artefacts to provide pupils with first hand experience. This approach has been further developed with a series of visits out of school and visitors to the school, for example, the Viking workshop. Since the last inspection there has been satisfactory improvement in the quality of teachers' planning to meet the needs of higher attaining pupils.
139. Most pupils develop effectively their knowledge and understanding of past societies through their studies of Ancient Egypt, Ancient Greece, the Vikings and Life in Victorian Britain. By the time they reach Year 6, they have gained a secure understanding of chronology, correctly sequence events, using timelines, and understand the difference between BC and AD. They develop a satisfactory knowledge and understanding of the periods they have studied. They explain how the Greeks won the Battle of Marathon and why Henry VIII had six wives.
140. Pupils' attitudes to the subject are satisfactory, overall. Year 6 pupils show interest and enthusiasm in the subject matter and concentrate well for a long period. Pupils are keen to be involved and to share their knowledge and ideas with others. They collaborate well with each other and with visitors in school. They show enjoyment of learning and of what they remember.
141. Secure judgements about the quality of teaching are not possible. However, from documentation, it is clear that teachers plan activities well, with clear learning objectives. In the one lesson seen, pupils' behaviour was managed satisfactorily and relationships were good.
142. There is a helpful scheme of work which balances coverage of the different aspects of the subject over time and ensures that statutory requirements are met. Effective use is made of information technology to support the development of history, mainly through the use of CD-ROM, to research for information about the Egyptians and Greeks. Satisfactory use is made of the literacy strategy to support the development of history, for example, when using the Greek myth Arachne and the Spinner. Pupils interpret numerical timelines to develop their chronological understanding.
143. The co-ordinator's monitoring of curriculum medium term planning is satisfactory. Teachers record pupils' progress satisfactorily through the end of year report, but there is no systematic assessment of pupils' progress against specific learning outcomes for each year group. Learning resources are good and good use is made of educational visits and visitors into school to enrich

pupils' learning experiences.

INFORMATION TECHNOLOGY

144. Standards of attainment in information technology are below the level expected at the end of both key stages because of a lack of staff expertise, software and insufficient hardware in the past. The school has only recently opened a new computer suite. This is equipped with modern computers, overhead projection facilities and an internet link. However, this has not yet had time to raise standards by the time pupils reach the ages of seven and eleven.
145. By the end of Key Stage 1, pupils have a sound knowledge of the keyboard and use of word processing skills, such as changing font and print size. They use the computer appropriately to further develop reading and writing activities. They confidently log on and off and use different menus using the mouse to move objects round the screen and print out their own work. However, they have had little experience of using the computer to handle data and investigate aspects of real or imagined situations. Nor have they used simulation and decision making programs sufficiently. Their knowledge and understanding of the benefits of using information technology in the wider world are below expectations.
146. By the end of Key Stage 2, most pupils word process stories and poems effectively and higher attaining pupils illustrate these with computer generated pictures. Most change font, colour and size of text successfully. They make effective use of information programs to support their research in history and geography. Higher attaining pupils have established a web site and produced an informative display about their residential visit to Robin Hood's Bay. However, their knowledge and understanding in handling information, such as in data bases and spreadsheet, and extending this use in mathematics and science, are below expectations. Most pupils have had little experience of using a screen turtle, modelling or monitoring. Most pupils have a limited awareness of the use of information technology and control in the wider world, such as in supermarkets, banking, industry and in home appliances.
147. The previous inspection found that the school had insufficient computers and limited opportunities. This has now been addressed very well with the opening of the information technology suite. These facilities are already beginning to raise pupils' attainment quickly following the recent introduction of the scheme of work. Pupils have regular access to these facilities for at least two sessions per week and most are making good progress.
148. Most teachers display good knowledge of the program they are using and clearly explain the lesson objectives so that pupils understand what they are to do. However, not all staff are confident in the subject. All pupils now have regular access and intensive teaching of basic skills. The use of basic programs to cover all areas of the curriculum results in a good quality of learning. Activities are usually matched to pupils' abilities and increase pupils' understanding of previously learnt knowledge and skills. The pace of lessons is usually brisk and this helps to keep pupils interested in their activities. In most lessons, there is a good balance of teaching, explanation and practical activity which increases understanding and enables pupils to acquire new skills and knowledge. For example, reception pupils use the mouse confidently, turn the pages and investigate Henry's Party. Pupils in Year 1 confidently use an art program to produce interesting pictures in the artistic style of Mondrian and Klee using the draw, texture and flood facilities. Teachers make good use of the internet facility. For example, pupils in Year 3 are involved in weekly contact with 'Auntie Linda', the aunt of a child, in Australia. This link extends pupils' knowledge and understanding of the use of information technology in the wider world. There is a good link through a nearby technology college with a teacher with specialist knowledge providing expertise for the Year 6 pupils to learn about monitoring and control

technology. Teachers make good use of support staff and parents to support pupils' learning.

149. Pupils' response to information technology is good and often very good when using computers in the new computer suite. They work well individually, in pairs or in small groups and show respect for each other. They take turns and support each other very well. Most show good levels of concentration and perseverance, positive attitudes and are highly motivated. However, occasionally, behaviour deteriorates when pupils are unsure of what they are do, press the wrong key or lack technical vocabulary. This leads to frustration and an unacceptable level of behaviour by a few younger pupils.
150. There is a very good information technology policy which clearly sets down the school's thinking and direction. The school has very recently adopted the government backed scheme of work which takes account of the new equipment and software. Although this has not yet had time to take effect, progress made since the beginning of the academic year has been good. The co-ordinator provides very good support to colleagues which has raised their knowledge, understanding and confidence. However, there is currently no monitoring of the quality of teaching and learning to raise standards and this is an area for further development. A staff audit of skills and knowledge has been undertaken which has highlighted the need for further training and an intensive training programme is planned. Assessment procedures have yet to be introduced to ensure progression of skills and knowledge.
151. Resources are very good in the computer suite. Computers in classrooms, although less modern, are used effectively, especially to support pupils with special educational needs. Other resources, for example, tape recorders, key boards, televisions with video recorders and calculators, are very good, readily available and confidently used by pupils. The suitability and range of software resources for supporting other areas of the curriculum are satisfactory and currently under review. Good technical support is provided by the local technology college.

MUSIC

152. Standards in music are sound in all aspects of the subject. The pupils come into school with little experience and knowledge of music. By the end of Key Stage 1, pupils can compose and write their own rhythms in symbols and perform them for each other. They sing tunefully, become aware of the effects of using voice and no voice and are at the early stages of appraising and describing the work of other pupils and its dramatic effect.
153. In Key Stage 2, pupils develop their standard of singing. They sing and tap the rhythm of rounds. The quality of their singing has improved in phrasing, pitch and articulation. However, they do not yet sing in two or three parts and the use of information technology in composition is underdeveloped. They begin to distinguish between a simple and compound rhythm and how to write a compound rhythm and its time signature. All pupils, including those with special educational needs, make sound progress in listening and appraising and performing and composing. Pupils hear a suitable range of music, develop a sound understanding of musical terms and make good progress in singing. They benefit from the school's very positive attitude to the work of visiting music teachers who provide additional instrumental teaching and from the extra-curricular activities which include a well supported choir and recorder groups.
154. The school has maintained the positive areas and sound progress reported at the previous inspection. It has improved and extended its provision for teaching composition successfully, although this is still in its early stages. It has developed the expertise of its class teachers so that they are no longer dependent on a taped scheme, but have other skills to use to teach singing and composition effectively. The school has also extended its range of instruments.

155. Teaching is sound in both key stages. Planning is good throughout and the school's scheme is well used. However, the direction, purpose and content of the lesson are not always explained to the pupils, to help them understand what they are to achieve or reflect on what they have learned. Occasionally teachers' expectations are not high enough and they underestimate pupils' capacity to learn. This reduces the rate of pupils' progress. Usually pupils learn new songs and other information quickly and show good recognition of music and its associations. They are eager to learn and they respond well when the pace of teaching is good and expectations are high. They lose their sense of direction when they are asked to repeat work they can do already and cannot see its purpose.
156. The school's music co-ordinators have been successful in developing the scheme of work and introducing training for teachers to increase their confidence when teaching music, especially in singing and composition. They ensure that curriculum planning is monitored and assessment sheets covering different skills are used and information passed on to other teachers. Assessment targets are set every term or half-term to ensure that pupils have suitable aims. Pupils have the opportunity to perform for others at all stages in the school, both by singing and in instrumental work. The subject is well managed and there is a clear sense of direction and aims for improvement and development.

PHYSICAL EDUCATION

157. The quality of physical education throughout the school is good, the pupils make good progress, are interested in the activities provided for their physical development and achieve better than average standards, particularly in dance. In Key Stage 1, the pupils make satisfactory progress overall, and achieve levels of attainment which are in line with those expected of pupils of the age of seven. Standards in dance are in advance of this. The pupils devise interesting and complex sequences of movement, working well together in both small and large groups. In gymnastics, they explore ways of moving over, under and through various pieces of apparatus, balancing and hanging, jumping and sliding with confidence and enjoyment. They make appropriate comments about each other's performance, developing the use of the correct language. They use these comments to improve their performance.
158. Good progress is maintained in Key Stage 2. Pupils rapidly build on their skills in movement, so that, by Year 6, many attain levels in dance and gymnastics which are above those expected for pupils of their age. Pupils move with confidence, practise individual movements and sequences carefully to improve the quality of their performance in response to themes and music. They work together well, building up complex sequences involving larger groups and use the space available with care and imagination. They speak confidently about what they are doing and offer each other helpful criticism which is used to develop the dance. Pupils use the apparatus effectively to explore the possibilities of movement, balancing, jumping and climbing. They understand the need for warming up and cooling down after exercise.
159. The last inspection identified the need for a scheme of work in physical education, for an increase of teachers' involvement in the planning and delivery of dance and for an improvement in the involvement of the pupils in planning and judging their own work. In each case, the school has improved considerably. There is a sound and well-used scheme of work, teachers are more confident as a result of well-managed in-service training in dance. The pupils are effectively engaged in devising and planning movements. All these changes led to improvement in the quality of learning and performance in the subject.
160. The quality of teaching is good. In Key Stage 1, teaching was at least good in three quarters of the lessons and all the rest were satisfactory. In Key Stage 2, half the teaching was very good and,

apart from a small proportion of unsatisfactory teaching, all the rest was good. The enthusiasm of the good teaching and the good level of understanding of the subject and of how pupils learn and develop physically have been significant factors in the improvement in standards in the subject. The generally good management of the pupils gives a good pace to the lessons so that, where the teaching is less sound, the lack of pace and enthusiasm for the subject on the part of the pupils is more noticeable. The good quality of in-service training in the subject has resulted in effective teaching methods and a good understanding of what the pupils can do, in the majority of lessons.

161. Where the teaching is less good in quality these aspects are missing. Where the teaching is very good, the infectious enthusiasm of the teachers provides the pupils with a good model to copy and a challenge to do well. Teachers encourage the pupils to strive for 'the best' performance and to be honestly critical of their own work. This is clearly demonstrated in the earnest discussions pupils of all ages have when planning sequences of movement and in the tension while they are performing. The spontaneous applause that meets a good piece of work is a further indication of the attention that is paid to achieving the best. The good standards achieved in physical education have been brought about through the well-managed professional development of the teachers, which includes raising their expectations of what pupils can do. Good provision is made for pupils with special educational needs as well as for those for whom English is an additional language. They make good progress.
162. In both Key Stages literacy and numeracy are effectively supported. Teachers promote the use of correct language when the pupils talk about movement and dance sequences. They provide the pupils with good models of how to make useful and constructive criticism to help each other to improve their performance. Work in physical education develops the pupils' ability to talk about feelings effectively. Numeracy is effectively supported. For example, when pupils set out apparatus they count and match the numbers of objects to numbers of pupils which develops their use of numeracy in an everyday situation.
163. Although the school makes good use of the dining room and hall for physical education, both the spaces are smaller than desirable for the size of the classes that use them. This inhibits their use, for example, for games practice. The close involvement of the school in the Crosby dance initiative and the links with the neighbouring secondary school have had a positive effect on the quality of the work done in the school.

RELIGIOUS EDUCATION

164. Religious education is a successful and important contributor to the provision for the pupils' spiritual, moral, social and cultural development and it plays a significant role in fostering understanding between the faith communities represented in the school.
165. By the end of Key Stage 1, the pupils are making good progress in religious education. They achieve standards which are in line with the objectives of the North Lincolnshire Agreed Syllabus. They exceed these in some of the areas of study such as 'writings' and 'people', when, for example, they demonstrate an understanding of the religious significance of the story of Jonah, relating it to the theme of forgiveness used in collective worship for the week. They have a sound basis of knowledge and understanding of the work done previously and relate it well to new work, such as fitting the story of Jonah into work done on Jewish, Christian and Muslim holy books and the stories they contain. On the odd occasion when the teaching lacks confidence and precision, confusion about the faiths studied occurs. The pupils express their feelings about religious artefacts or experiences, or their understanding of the religious meaning of stories, without embarrassment and are developing the appropriate language to do so.

166. The older pupils at the end of Key Stage 2 achieve levels of knowledge and understanding about the religions they have studied which are higher than those expected by the Agreed Syllabus. They compare the nativity stories from different Gospels in the New Testament and demonstrate a good level of understanding of the nature and purpose of the stories in Holy Books. They compare the accounts of Saul's conversion on the road to Damascus in the Christian scriptures with the narrative of Muhammad's revelation from the Holy Qur'an. They show a good understanding and a sensitivity to the two faiths involved. Following a close reading of a modern translation of Jesus' sermon on the Mount, the pupils developed their own set of rules for modern living, demonstrating an understanding of the advantage of positive rather than negative rules. There were echoes in this work of the school's own policies with regard to rules and this work encouraged the pupils to reflect successfully and deeply on this important aspect of social and communal living.
167. The last inspection found the standards to be average and the level of progress to be sound. The school has improved on both counts since then, so that standards and progress are now good.
168. In Key Stage 1, two thirds of the teaching was good and the rest was satisfactory. In Key Stage 2, all the teaching was good. The teaching was marked by a good level of knowledge and understanding of the subject and good use of a variety of imaginative and challenging teaching methods. The good standards achieved are due, at least in part, to the high expectations that the teachers have of their pupils' capacity for understanding and their willingness to work hard. The pupils live up to those expectations where the teaching is good. The careful planning and effective co-ordination of the subject mean that where teachers are initially less confident with elements of the subject, a good level of support ensures that their confidence is boosted and the pupils benefit. The good quality of the resources made available, together with the sensitive and educational way in which they are used, enhances the quality of teaching and learning and leads to higher standards.
169. Work in religious education throughout the school develops the pupils' knowledge and understanding of a range of words and expressions related to beliefs and values, supporting work in literacy well. The pupils develop a wide vocabulary of religious terms. The use of information technology is as yet undeveloped in the subject.
170. The involvement of the Head teacher and staff of the school in piloting support materials for the very recently published revised Agreed Syllabus of religious education has been of considerable benefit to the school and has played a considerable part in the improvement of standards in the subject.