

INSPECTION REPORT

**Boston Spa Church of England
Primary School**

Boston Spa, Wetherby

LEA area: Leeds

Unique reference number: 107997

Headteacher: Mr J. C. Ness

Reporting inspector: Mr R. W. Burgess
OIN 20950

Dates of inspection: 26th – 29th March 2001

Inspection number: 195076

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior and Infant
School category:	Voluntary Controlled
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
School address:	Clifford Road Boston Spa Wetherby West Yorkshire
Postcode:	LS23 6DB
Telephone number:	01937 844395
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr K. G. Jackson
Date of previous inspection:	6 th June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20950	Roger Burgess	Registered inspector	Science Art and design Physical education Equal opportunities	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed?
1112	Peter Oldfield	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
23482	Diana Mackie	Team inspector	English Information and communication technology Geography Music Special educational needs	Special educational needs provision in mainstream school
30823	Brenda Clarke	Team inspector	Mathematics Religious education Design and technology History Foundation stage	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Boston Spa Church of England Primary School is situated on the southern edge of Boston Spa to the east of Wetherby. Most pupils come from the immediate area, where the majority of housing is owner occupied. On entry a significant number of children's levels of attainment are above levels expected nationally for children of their age. The school operates an admissions policy for children to start school at the beginning of the academic year before their fifth birthday. A significant number of children attend preschool provision. There are 118 children in the school. English is the first language of all the pupils. Unemployment, in certain parts of the school's catchment area, is below the national average. At the time of the inspection, three per cent of pupils are in receipt of free school meals which is below the national average. There are 64 girls and 54 boys, aged from four to 11 years. The school has recognised 20 pupils as having special educational needs, which is below the average for a school of this size and type, two of whom have a Statement of Special Educational Need. The inspection of this school included a detailed inspection of its provision for pupils with special educational needs.

HOW GOOD THE SCHOOL IS

Boston Spa Primary School is a good school and is both caring and friendly. Pupils achieve good standards in most subjects by the time they leave the school. They have positive attitudes and values. Teaching is good and sometimes very good. From above average attainment on entry the majority of pupils make satisfactory progress with a significant number attaining standards above national expectations by the end of Key Stage 2. Pupils' behaviour and personal development are good and relationships are very good. There is analysis and monitoring of the different aspects of the school's work by the headteacher and staff with the intention of raising standards. The strengths of the school outweigh its weaknesses. The school provides satisfactory value for money.

What the school does well

- ◆ The quality of teaching is good or better in more than 75 per cent of lessons.
- ◆ Very good provision for children in the Foundation Stage.
- ◆ Very good relationships throughout the school.
- ◆ Good personal development of pupils.
- ◆ Good progress made by pupils with special educational needs.
- ◆ Good links with parents and the community.

What could be improved

- ◆ Standards and provision in information and communication technology.
- ◆ The detail and period covered by the school development plan.
- ◆ The quality of pupils' writing.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1997. The school developed plans to tackle the weaknesses identified in the last report and has successfully addressed most issues from the last inspection. Curriculum organisation is now satisfactory. Provision for younger pupils and children in the Foundation Stage have been significantly improved. Classroom monitoring is being developed, though co-ordinators still have insufficient involvement in monitoring standards across the school. The quality of teaching has improved significantly. Assessment procedures are improving and are being used to inform curriculum planning. Excellent improvements have been made to the outdoor provision, creating an area for outdoor provision for the Foundation Stage children and an environmental area. The school recognises it has still to effectively address the issue of improving the quality of the development planning. It also has identified the need to raise standards in writing and information and communication technology. Overall, there has been a satisfactory improvement. It has a good capacity to continue to raise standards of provision and attainment.

STANDARDS

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

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

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

In comparison with all schools standards were above average in English and science and well above average in mathematics. In comparison with schools with pupils from similar backgrounds standards were below average in English, above average in mathematics and close to the average in science. Standards have risen at a similar rate to that nationally since 1997. Statistical data for small cohorts of pupils can be misleading. The results in 2000 reflect the prior attainment of pupils in that year group. The difference between attainment at the end of Key Stage 1 and at the end of Key Stage 2 reflects the significant change in the pupils on roll between the ages of 7 and 11. These standards reflect an improvement in English and mathematics since the last inspection.

The evidence of the inspection indicates all children achieve and many exceed the nationally agreed standards in all areas of learning by the end of the Foundation Stage. The majority of pupils achieve good standards, above those expected nationally, in English, mathematics and science at the end of both key stages. In information and communication technology standards are good at the end of Key Stage 1 and satisfactory overall at the end of Key Stage 2. Standards in religious education are satisfactory throughout the school. Standards are good in art and design at the end of both key stages. They are very good in music at the end of Key Stage 2 and good at the end of Key Stage 1. Standards are good in history at the end of Key Stage 2. Progress is at least satisfactory in most curriculum areas for the majority of pupils. The

detailed monitoring and evaluation of standards of attainment and quality of provision have enabled the school to identify clear and realistic targets which have been well met.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to the school are good. They show enthusiasm for school and this is reflected in their learning.
Behaviour, in and out of classrooms	Pupils' behaviour is good. The school is an orderly community. Pupils work and play well together.
Personal development and relationships	Pupils' personal development is good and relationships are very good. Pupils are friendly and polite.
Attendance	Attendance is very good. Pupils are keen to come to school.

These aspects are strengths of the school. Relationships are very good and pupils learn to respect others' feelings, values and beliefs. In their personal development, pupils willingly take responsibility for tasks and show initiative, such as looking after books in the library.

TEACHING AND LEARNING

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

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

The quality of teaching is good. During the inspection 19 per cent of lessons seen were very good, 65 per cent good and 16 per cent satisfactory. Teaching of the youngest children was often very good, with many activities providing stimulating learning experiences for the children. The good and very good lessons reflected teachers' good knowledge of their pupils and their good subject knowledge. The teaching of literacy and numeracy is good overall. There is not always sufficient provision for pupils' different levels of ability in some lessons, particularly mathematics. In literacy insufficient emphasis is placed on handwriting and standards of presentation. The teaching of pupils with special educational needs is good. Support is effectively targeted to support these pupils and they make good progress in their learning. Pupils and teachers have very good relationships, behaviour is good and there is a positive climate for learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is good. It is broad and balanced, containing all the appropriate subjects and is enriched by a good range of extra-curricular activities and visits. The provision for children in the Foundation Stage curriculum is very good.
Provision for pupils with special educational needs	Procedures ensure good provision for pupils with special educational needs and pupils make good progress, especially in the basic skills of literacy and numeracy.

	Records of progress are clear and are used well for individual education plans. Support staff provide very good support for these pupils.
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Provision for pupils' personal, including spiritual, moral, social and cultural development	The school effectively promotes pupils' personal education. The good provision for pupils' spiritual, moral and social development is planned and delivered effectively across the curriculum and in religious education. Provision for pupils' cultural development is satisfactory.
How well the school cares for its pupils	The school has good procedures for the welfare of its pupils. It is developing effective procedures for the monitoring of pupils' academic and personal progress to inform planning for future learning.

The school offers a good range of extra-curricular activities, including a number of sports activities. The school cares well for its pupils. The use of assessment to inform teachers' planning is developing well. The school has a good partnership with parents who are given good opportunities to be involved in their children's learning. They are made to feel welcome and offer very good support to the school, for example, in providing help to develop the school outdoor provision.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. There have been good developments in the management role of co-ordinators who give good leadership in their subjects. The headteacher leads a caring and committed staff well.
How well the governors fulfil their responsibilities	Governors are fully supportive of the school and many take an active role in school life. Several governors have only recently been appointed but show a commitment to supporting the school and new developments. The governing body is well informed of the school's progress and its relative strengths and weaknesses.
The school's evaluation of its performance	The monitoring and evaluation of the school's performance is satisfactory and the school recognises the need to use this well to inform development plans to raise standards.
The strategic use of resources	The school manages its resources in a prudent way. Very good use is made of time, personnel, accommodation and the resources available. Learning resources are used efficiently and effectively.

There are sufficient staff to meet the needs of the curriculum and adequate numbers of support staff. Resources are sufficient to meet the demands of the National Curriculum. There have been good improvements to the accommodation, which is adequate. It is very well maintained and cleaned to a high standard. The work of monitoring and evaluating the work of the school is satisfactory. Governors appointed recently have indicated a desire to be actively involved in this. The principles of best value are applied well by 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 school is approachable.◆ Their children like school.◆ The attitudes and values the school promotes.◆ The teaching is good.◆ The expectations the school has of their children.	<ul style="list-style-type: none">◆ The range of activities outside of lessons.◆ Homework.

The judgements of the inspection team generally support the parents' views of the school. The school does have a good range of activities outside of lessons both sporting and musical. Homework provision is not consistent and parents would welcome a clear statement of policy.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. National performance data for 2000 indicates that in English the number of pupils attaining levels expected for pupils aged 11 was close to the national average. The number of pupils achieving above this level was above the national average. In mathematics the number of pupils attaining levels expected for pupils aged 11 was above the national average. The number of pupils achieving above this level was well above the national average. In science the number of pupils attaining levels expected for pupils aged 11 was above the national average. The number of pupils achieving above this level was also above the national average. In comparison with schools with pupils from similar backgrounds standards were below average in English, above average in mathematics and close to the average in science. In comparison with schools where pupils attained similarly in their tests for 7 year olds in 1996 standards were above average in English and science and well above average in mathematics. These results reflect the under performance of these pupils at Key Stage 1 as identified in the previous report. They have also been affected by the 22 per cent change in pupil roll for this year group which has taken place since 1996. Overall trends since 1996 have been of improvement at a similar rate to that nationally and have remained above national levels.

2. National performance data for 2000 indicates that in reading the number of pupils attaining levels expected for pupils aged 7 was well above the national average. The number of pupils achieving above this level was below the national average. In writing the number of pupils attaining levels expected for pupils aged 7 was above the national average. The number of pupils achieving above this level was well above the national average. In mathematics the number of pupils attaining levels expected for pupils aged 7 was very high in comparison with the national average. The number of pupils achieving above this level was above the national average. In comparison with schools with pupils from similar backgrounds standards were close to the average in writing and mathematics and below average in reading.

3. Statistical data for small cohorts of pupils can be misleading. The number of pupils in each year group has varied between 14 and 19. This has a significant impact on the attainment each year and makes trends from year to year an unreliable measure. The variation in the numbers of boys and girls in each year group make any comparative analysis unreliable. The performance of pupils aged 11 reflects a clear improvement in English mathematics and science since 1996.

4. Assessments made during the children's first term in school clearly indicate that there is a range of attainment amongst children who enter but the majority have levels of attainment which are above those expected for their age. They make good progress in personal and social development, reading, knowledge and understanding of the world and their creative development. They make at least satisfactory progress in all other areas. They all achieve and many exceed the nationally agreed standards in all areas of learning by the end of the Foundation Stage.

5. Standards seen during the inspection indicates that by the end of Key Stage 1, standards in reading are good and above national expectations and in writing are satisfactory and in line with national expectations. By the end of Key Stage 2, pupils make satisfactory progress and achieve standards in English which are good and above those expected for 11 year olds.

Progress for talented pupils is not always satisfactory. Pupils with special educational needs make appropriate gains in learning.

6. Most pupils attain levels well above those expected for their age in speaking and listening by the end of Key Stage 1 and Key Stage 2. The majority have a good vocabulary which helps them to express their thoughts and ideas clearly. They acquire specific vocabulary to support work in all subjects and use it effectively in their discussions but it is not always clearly reflected in the quality of their written work.

7. By the end of Key Stage 1, standards in reading are above national expectations for the majority of pupils. The school's reading programme gives pupils a good grounding. This is particularly beneficial for pupils with special educational needs. Pupils make satisfactory progress and attainment in reading is above national expectations by the end of Key Stage 2. Pupils acquire a wide range of strategies, they break down words into syllables and use context cues well. Pupils benefit from the school's library which contains a wide variety of good quality children's novels and most read with fluency and expression. Higher achieving pupils understand sub-plots and become increasingly aware of the more complex narrative structures.

8. Standards in writing are in line with national expectations by the end of Key Stage 1. Most pupils form letters correctly and writing is evenly sized. Pupils write for a wide range of purposes in work to support other subjects of the curriculum. By the end of Key Stage 2, pupils attain standards in writing which are in line with those expected for their age. They have a clear understanding of the use of punctuation marks. The spelling of commonly used words is satisfactory. Higher attaining pupils in Year 6 use interesting vocabulary to bring life to their writing. The presentation of work and the quality of handwriting is variable; pupils do not always take sufficient pride in their work.

9. In mathematics, the majority of pupils attain good standards in their numeracy skills. The effective introduction of the National Numeracy Strategy has resulted in higher standards. By the end of Key Stage 1, pupils are able to name basic shapes. Most pupils are able to place numbers in order up to 100 and understand the concept of place value for tens and units. By the end of Key Stage 2, pupils have satisfactory mental skills in the four rules of number. They are able to double and halve three figure numbers and many are able to add or subtract two figure numbers from the result.

10. In science, pupils' attain good standards by the end of both key stages. Pupils in Key Stage 1 clearly explain their findings in their investigations. They readily use the correct scientific terms and take a pride in using these, for example, in their experiments to discover the rate at which ice melts in different conditions. At Key Stage 2, pupils understand and make predictions based on previous knowledge in their study of forces such as magnetism and friction. By the end of the key stage, pupils set up experiments to test their hypotheses. They are carefully helped to make predictions before their tests and compare these with their results from the tests. This enhances pupils' understanding of the principles involved. Pupils clearly understand the principles of fair testing and show good scientific understanding. Progress in pupils' learning in science is satisfactory overall at both key stages. Pupils with special educational needs receive good support and make good progress.

11. In information and communication technology standards are good by the end of Key Stage 1 and satisfactory overall by the end of Key Stage 2. Pupils at Key Stage 1 follow instructions to start a program and click on the mouse to operate games. They can follow instructions to produce symmetrical shapes, supporting their mathematical knowledge and

understanding. They can predict ways in which to alter the direction of a programmable toy. Pupils use a simple art program to produce their own greetings cards. By the end of Key Stage 2, pupils are skilled at word processing but have limited experience of entering and using information on a database or of using spreadsheets to control data. Pupils can write text on screen and edit their work, their word processing skills are good. Pupils, including talented pupils, make satisfactory progress. Pupils with special educational needs make good progress.

12. In religious education pupils make satisfactory progress. Standards of attainment have been maintained since the last inspection and meet the requirements of the locally agreed syllabus. Standards are good in art and design at the end of both key stages. They are very good in music at the end of Key Stage 2 and good at the end of Key Stage 1. Standards are good in history at the end of Key Stage 2.

13. Pupils generally have good attitudes to their language work, they enjoy what they do and make satisfactory progress overall in English. Attitudes and behaviour are good when work is suitably challenging and where lessons proceed at a good pace. Pupils have a good attitude towards their work in mathematics. They work effectively in groups and participate with interest and enthusiasm. Pupils have good attitudes to their work and make at least satisfactory progress in all foundation subjects.

14. The standard of achievement of pupils with special educational needs is good. Pupils benefit from the effective support of the support assistants, particularly in literacy and numeracy lessons. Pupils show interest in their work and persevere. They receive good support both in and out of the classroom. This, together with the realistic targets set in their independent learning plans, contributes well to the pupils' attainment and learning. Throughout the school pupils with special educational needs make good progress. Pupils benefit from inclusion in the full range of activities so that they gain self-esteem, success and praise in subjects such as music. The standard of achievement of talented pupils is sometimes less than satisfactory due to a lack of appropriate challenge in the work set.

Pupils' attitudes, values and personal development

15. Pupils have good attitudes to school and this has a positive impact on their learning. The great majority of pupils are keen to come to school and generally enjoy all lessons. Teachers have good expectations and pupils respond well. There are a few pupils who do require careful management to fulfil these expectations, they become easily distracted and do not always fully stay on task; this was noticeable in the older year groups. Teachers are quick to praise, and sometimes reward, good work. Pupils' positive attitudes were well demonstrated by their willingness to speak to adults and to explain what they are doing in lessons. Pupils take an active part in the life of the school, they undertake a number of monitor jobs, including the excellent lunchtime periods when older pupils serve younger children as they sit at family tables. The attractive school site enhances and provides a good environment for learning.

16. Behaviour is good in classrooms and sometimes very good. Teachers are good managers and the high standard of classroom support helps pupils to feel welcomed and supported. On the few occasions when pupils feel unable to be on task, teachers and other adults are on hand to be encouraging to pupils. In and around the school behaviour is good. Some parents expressed concerns about bullying, in the week of inspection this was not seen, nor did pupils interviewed feel this was a problem. The headteacher had agreed that he had

received some parental concerns and may reflect the inclusive nature of the school and the close support needed for a very few pupils. There are no exclusions.

17. Pupils play well together at break times. Lunchtimes are very pleasant occasions, when seated in family groups older pupils serve the meals. They all join in prayers before the meal and this underlines the Christian ethos of the school.

18. Pupils' personal development is good, this is underlined in the very good relationships seen in the school between all adults and pupils. Pupils were always keen to answer questions in lessons and this was well developed in the personal and social programme, when pupils of Year 3 and 4 had to show 'feelings' by body language alone. This was very well illustrated and the principle well understood. In assemblies pupils listened well and when opportunities arose did sing songs well, older pupils taking the lead for instance in 'The Seed Song', younger pupils providing the echo.

19. In lessons there were some opportunities taken to work in pairs and small table groups. Pupils helped each other and were pleased to share equipment. Pupils are involved in charity collections and have a good understanding of the need to help others less fortunate. Sensitive poetry was enjoyed to further develop an appreciation of special feelings.

20. Pupils' attendance is well above the national average. Attendance in the current school year remains very high, with no appreciable unauthorised absences. Lessons start promptly and parents feel concerned to support the school by making certain that their children arrive well on time.

HOW WELL ARE PUPILS TAUGHT?

21. Teaching is good. The quality of teaching for children in the Foundation Stage was very good in 40 per cent of lessons observed, good in 40 per cent and satisfactory in 20 per cent. The quality of teaching for Key Stage 1 pupils was very good in 57 per cent of lessons observed and good in 43 per cent. For Key Stage 2 pupils teaching was good in 79 per cent of lessons observed and satisfactory in 21 per cent. No unsatisfactory teaching was seen. This is a significant improvement from the previous inspection.

22. In the very good lessons there is a good pace and a range of teaching strategies is used to good effect, for example, in a literacy session for Year 1 pupils when they learnt how consonants can be blended together. The teachers' planning shows clear and appropriate learning objectives, for example, pupils in a Year 3 and 4 class enthusiastically respond well in a science lesson when they learn how different materials conduct electricity and how wires are insulated to develop their understanding of circuits and how electricity is used. There was good planning, the lesson was delivered with enthusiasm and questions by the teacher ensured good gains in learning by all pupils.

23. Where teaching is satisfactory, lesson objectives do not specifically reflect the needs of the different levels of attainment within the class. The explanation of tasks is clear and pupils' work rate and pace of learning is satisfactory.

24. The quality of teaching of pupils with special educational needs is good. Teaching is focused well and pupils are helped to set their own targets and recognise their own

improvements. Class teachers and support assistants have positive approaches to pupils with special educational needs.

25. The teaching of children in the Foundation Stage is good and sometimes very good. Teachers have secure understanding of the needs of young children. Planning is good and it follows national guidance. Appropriate tasks are set for children of different ages and abilities and there are carefully planned activities for children who have special educational needs. Teachers extend the children's knowledge and understanding through very good questioning.

26. The teaching of English is good. Teachers plan literacy work carefully, following the National Literacy Strategy and have implemented the literacy hour very effectively. Their knowledge and understanding of the subject is secure at both key stages. They show good levels of technical competency. The teaching of mathematics is good. Teachers have a good knowledge and understanding of the subject and teach the basic skills well. They motivate and enthuse pupils during the brisk mental mathematics sessions. In science, the quality of teaching in both key stages is good. The teachers have good subject knowledge. Teachers display enthusiasm and ask probing questions which keep pupils alert, for example, in a Year 5 and 6 lesson on forces when pupils confidently discussed the effects of friction when wearing different types of footwear. Teachers are well organised and scientific concepts are developed through practical activities and where possible by links with other subject areas, for example, design and technology.

27. Teachers' planning is good, with a clear focus on learning objectives. The plenary session, provides good opportunities for pupils to reflect on what they have learned during the lesson. Teachers' short term plans do not always identify ways of differentiating work to provide appropriately for the range of ages and attainment in each class.

28. In information and communication technology the teaching is satisfactory mainly due to the limitations of existing levels of resources. There are good plans which should lead to a significant improvement following an increase in the level of resources and increased staff confidence in the use of the subject. In religious education planning is well matched to the locally agreed syllabus. Teachers make their lessons more interesting by making relevant links with the pupils' own experiences. Teachers have a secure knowledge and understanding. In the other subjects the teaching is good. The good quality of support staff has a good impact on the standards achieved.

29. Pupils with special educational needs are mostly taught within the classroom setting. The quality of teaching in the majority of lessons is good. In literacy and numeracy, appropriate work, adult support and specific resources are clearly identified. Teachers and non-teaching staff have clear knowledge of pupils' needs and know how to meet them. Non-teaching staff are involved in the planning. Planning identifies opportunities for pupils to benefit from inclusion in whole-class activities and also to work in groups or as individuals. The siting of withdrawal support is also planned well so that pupils can concentrate in an undisturbed environment. In science and foundation subjects, teachers prepare simplified worksheets and appropriate texts so that pupils can achieve success. When non-teaching or other adult support is available, it is well planned. When there is no available adult support, teachers plan for pupils to work in pairs or groups with more able pupils so that they gain success.

30. The modification of the curriculum to meet pupils' needs is successful. It is usually in the form of support and expectation. The outcomes expected are modified so that pupils are included in lessons but produce simpler and less work. Teaching materials, including simple

computer programs, reading programmes and tactile mathematical equipment, help pupils to gain independence as they work things out for themselves.

31. Teachers and support assistants also ensure that special educational needs pupils are included in class discussions. Non-teaching assistants keep pupils on task and promote good levels of learning. They are involved in teaching particular aspects as identified in the lesson plans, for example, new letter patterns. They promote pupils' independence well by setting clear objectives and expecting pupils to play their part conscientiously in reaching them in lessons and in other activities, for example, when goals for improvements in behaviour are set. Overall, the quality of teaching and the effective use of additional help make a good contribution to the achievement of pupils with special educational needs.

32. The quality of teachers' short term planning is variable. On occasions it is very detailed and on others it does not clearly reflect assessment of pupils' prior attainment and levels of achievement. Individual lesson plans identify the objectives, which reflect the teacher's good subject knowledge. They use this well to set clear objectives and focus on what is to be achieved. There is good provision through literacy lessons for the development of language skills. Class teaching is used effectively at the start of lessons and many lessons end with a useful discussion of what has been learned. For example, in a Year 1 and 2 art and design lesson studying different techniques of weaving where pupils had the task clearly explained and were able to select an interesting range of materials to complete their task and were able to explain what they had done to the whole class at the end of the lesson. In many lessons the teachers and classroom assistants provide good support through verbal comments which include guidance on how the pupils might improve.

33. In some cases teacher's marking gives pupils guidance on ways in which they can improve their work but this is an inconsistent feature throughout the school. The teachers use praise and encouragement effectively during lessons to motivate and enthuse the pupils. Teachers have good control and relationships between them and their pupils are very good. Homework such as reading, spelling and mathematics is given to all pupils on a regular basis and makes a good contribution to their learning. In other subjects there is no consistent practice with regard to homework.

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

34. The curriculum meets statutory requirements and opportunities for learning are good overall. For children at the Foundation Stage they are very good. The reception teacher has provided a comprehensive range of activities, based appropriately on the nationally agreed Early Learning Goals, which give good experiences for children of this age. Children receive a stimulating curriculum which is relevant to their needs. This shows good improvement from the last inspection when the reception curriculum was narrowly focused and restricted the development of pupils' independence and creative skills. The breadth, balance and relevance of the curriculum, at both key stages, is good and is enriched by a good range of visits into the local community and farther a field.

35. The curriculum is well planned using a two-year rolling programme of topics, which effectively addresses the needs of the mixed age group classes and gives a good balance of subject provision over time. The school is using the current Qualifications and Curriculum Authority guidelines on which to base the planning of subjects. Comprehensive half-termly plans

ensure that work is carefully matched to the ages and abilities of pupils. The last inspection reported that the provision for design and technology was unsatisfactory and pupils made insufficient progress. Pupils' standards of attainment have now improved due to detailed curriculum planning, the developing subject knowledge of teachers and the provision of a suitable range of tools and resources.

36. English and mathematics are effectively taught via the National Literacy and Numeracy Strategies. Writing is a weakness throughout the school. Whilst pupils are given many opportunities to write for a range of purposes, the presentation of their work is inconsistent and the content of pupils' writing overall lacks developing quality. Religious education is satisfactorily taught according to the requirements of the locally agreed syllabus. Swimming tuition is provided for pupils in Years 3 and 4. The school provides suitable provision overall for information and communication technology. The school recognises that the teaching of modelling and control aspects is unsatisfactory and has made arrangements for staff training and improved provision to overcome this.

37. All pupils have equal access to the curriculum. The provision for pupils with special educational needs is good and they make good progress because of the high quality, well structured support they receive. The special educational needs policy promotes inclusion and there is a positive ethos in the school. Pupils with learning difficulties, behavioural difficulties or physical difficulties are all included sensitively through good lesson planning and daylong support through the good teamwork of staff. Teachers, non-teaching assistants and lunchtime staff work well together to ensure that every pupil is supported well. Appropriate worksheets, reading materials and other resources are readily available for pupils as necessary.

38. The school makes effective use of opportunities to develop extra-curricular activities, and provision for this is good. There is a recorder club, school choir and orchestra. The school takes part in sporting events in the locality and good use is made of the local comprehensive school's sports college facility. Instrumental tuition is offered to those with musical interest and aptitude through the use of peripatetic musicians. There are good links with St. Mary's church. The vicar attends school assemblies and the pupils make a number of visits to the church at times such as Easter and harvest. The curricular provision is enhanced by a good range of visits into the community and farther a field. Residential visits are arranged annually for pupils in Years 5 and 6, directly related to the curriculum, which add breadth and balance. There are good links with the local secondary schools.

39. A developing programme for personal and social education complements the curricular provision. Some teachers have now introduced circle time and there are plans to extend this to all classes. Aspects of drugs education are included in the science curriculum. Sex education is taught to pupils in Years 5 and 6. Provision for pupils' spiritual, moral and social development is good. Provision for their cultural development is satisfactory.

40. Spiritual development is well promoted. There are good opportunities to reflect on the wonder of God's world during the daily act of collective worship. Time is set aside for pupils to reflect, prayers are said with reverence and hymns sung with gusto! Pupils are encouraged to develop self-esteem, for example, there are captions around the school that say "I can say something good about myself today". A system of points and certificates enables pupils to celebrate success for academic achievements and for performing good deeds. The family atmosphere engendered in this small school promotes a very supportive structure in which all feel valued and this contributes significantly to pupils' spiritual well being. The good links established between church and school also contribute to the good progress that pupils make in this aspect of their development.

41. Provision for moral development is good. Pupils listen respectfully to adults and other children. They show care and concern for each other, for example, during the inspection, one child was seen to comfort another who had fallen in the playground; older children give good support to reception class children as they assist them with coats and shoes. Most pupils have a good sense of right and wrong and the school is an orderly community. Assembly times present good opportunities for pupils to consider their actions as they ponder topics such as forgiveness, justice or love and kindness. There are also good opportunities to think about those less fortunate through the many charities the school supports. The adults working in the school all provide good role models.

42. Provision for pupils' social development is good. In all classes, pupils are encouraged to collaborate and co-operate and this gives good opportunities to develop social skills. For example, in a Year 3 and 4 personal and social education lesson about negative feelings, pupils collaborated well in small groups, working together to demonstrate various feelings. In a Year 5 and 6 mathematics lesson, pupils were seen giving each other good support as they discussed their work on problem solving. Older pupils are encouraged to take on additional responsibilities around the school, for example, they set up systems for the school assembly. They supervise the meal tables at lunchtime, serving additional portions, and cutting food for younger children. The orderly arrangements for the lunchtime period make a very good contribution to pupils' social skills. Pupils say 'grace', talk amicably as they eat and play together harmoniously. From the very youngest age, all pupils take responsibility for a range of classroom duties. Pupils have also been involved in helping to design the newly built outdoor play area and have all planted trees to mark the Millennium. The school provides a good range of visits that also contributes significantly to pupils' social development. For example, children in the reception class visited the local post office and bought stamps for Christmas cards. The residential field trip to Cober Hill offers older pupils good opportunities to develop social awareness as they live and work together in close proximity.

43. Provision for pupils' cultural development is satisfactory. The school offers many opportunities for pupils to learn about their cultural heritage through a very comprehensive range of visits to such places as Leeds Art Gallery, The West Yorkshire Play House, York Minster or Scarborough Castle. Pupils visit the local shops and make historical and geographical studies of Boston Spa. There are regular visits from theatre groups and satisfactory opportunities for pupils to learn about other cultures through the history, geography and religious education curriculum. There is a policy in place to promote the multicultural education of pupils. There are limited opportunities to meet visitors from other cultures and few planned visits to promote a multicultural perspective.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

44. Good procedures are in place for ensuring pupils' welfare. The school offers a safe, welcoming environment. Pupils get a friendly welcome from all adults in the school and feel very secure. Risk assessments have been done. Staff have a good concern for all pupils whatever their needs, all classes have support staff who work well with individuals and groups to promote learning. A designated senior member of staff deals with matters of child protection, she is well trained in the procedures of the Local Area Child Protection Committee.

45. A detailed health and safety policy helps to ensure the welfare of pupils. There are good practises for dealing with minor injuries and a number of staff have appropriate qualification, most members of staff have had some training. Evidence of the concern to safety was seen during inspection week when a small hole required some filling in the "welcome" area of the

reception class. The headteacher and school superintendent worked together, so that within a few hours of its report, the job was done. Appropriate testing of fire fighting equipment and electrical equipment has been done and a fire drill completed.

46. The procedures for monitoring pupils' academic performance and personal development are good. The family environment is developed well and enables pupils to be very well known and able to share any problems with staff, who give very good support. The personal care is clearly demonstrated at the end of the school day, when pupils are entrusted to the appropriate adult. Until all leave, staff are ever vigilant and were seen to contact by telephone, parents who had been delayed.

47. The procedures for monitoring and supporting pupils' personal development are good. All pupils are well supported by the very good relationships that exist. Pupils with special educational needs are well supported and provided for. Good behaviour is monitored and promoted well. There is a well understood system of rewards and sanctions that is effective.

48. Academic performance is well understood; testing is to be undertaken within the first few months of entry to the school and at the end of the school year, so as to measure appropriate progress. Various examples of testing were seen, including reading tests and teacher and key stage assessments.

49. There are good procedures for assessing and monitoring pupil's academic achievement and personal progress. This is an area of improvement since the last inspection. A variety of teacher's assessments, tests and standardised national tests provide information which allows detailed records to be maintained in particular in relation to English, mathematics and science. Individual pupils information is used well to track individual progress and to highlight any general or specific problems that might arise. Assessment information in general is used well to inform the planning of the curriculum and to set targets for groups of pupils or the school as a whole. The marking of pupils work is inconsistent and does not always follow the schools policy. In some subjects it is infrequent and does not provide pupils with sufficient guidance for improvement or recognition for their efforts.

50. Assessments of the needs of pupils on the school's special educational needs register are managed well, used effectively and they promote pupils' progress. All staff work together well as a team, monitoring of pupils is good on a day-to-day basis. Procedures for termly and annual monitoring are well established. Findings are used well to inform planning. Overall, assessment and monitoring procedures and processes support and enhance the good provision for pupils with special educational needs.

51. There are very good procedures enhanced by a computer system to monitor attendance. Good behaviour is expected from all pupils, they respond well to these requirements. Where less than satisfactory behaviour was seen, in a very few lessons from a minority of pupils, teachers and helpers were quick to seek an appropriate response which was always forthcoming from pupils. There was no evidence from pupils regarding tensions from different cultural or social backgrounds. Indeed strong friendships flourished within the school, most of the pupils coming from the village and surrounding area, sometimes meeting outside school.

52. The effective assessment of pupils' academic performance does allow them to work appropriately and teachers are well involved in marking and guiding them for development opportunities. An assessment folder is kept for each pupil and an assessment calendar available to staff which does allow dates to be known well in advance. Full records of pupils' attendance are shared with parents at the end of the school year.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

53. The partnership with parents is a strength of the school. Parents' views of the school are good. They support the school very well and are appreciative of the education provided for their children. Parents regard the school very highly, some having selected the school for its strong ethos and support. They feel that the teaching is good and that their children make good progress. They are especially pleased with the happiness of their children, the approachability of all the staff and the values and attitudes that the school promotes.

54. Some parents have expressed concern about the amount and consistency of the homework provided and the provision of activities outside lessons. Some parents had concerns about behaviour, whilst this is confined to a very few pupils, the school does not condone such behaviour and is generally quick to give personal support to all parties. The 18 parents who attended the meeting held prior to the inspection were happy with the school.

55. The inspection findings support the positive views of parents. The provision for activities outside lessons is good. There is a range of activities outside of lessons, including after school clubs, and good use is made of residential and other visits to support the curriculum and pupils personal development. The concerns of some parents about the provision of homework are valid. There is some inconsistency in the provision of homework and lack of clarity about expectations and requirements.

56. The quality of information provided for parents is good. A prospectus and governors' annual report to parents gives a full picture of the life and work of the school. The regular weekly newsletter gives parents the opportunity to learn about events and diary dates. Information about pupils' work and progress is conveyed through consultation events and with high quality written reports. These are comprehensive and clearly explain what work the pupils have done, where their difficulties and successes lie, the level at which they are working and clear guidance for improvement.

57. The effectiveness of the school's links with parents is good. Parents are welcomed into school at the start and finish of each day. Members of staff are readily available at the end of the day throughout school should parents wish to discuss any concerns. Parents and families are invited to seasonal assemblies and special events, for example, to explain the literacy and numeracy strategies. Parents value the work of the school and a very high number were pleased to sign the requirements contained in the home-school agreement introduced after wide consultation. The school has posted notices of guidance of 'ten golden rules to help pupils to succeed' and most parents are pleased to follow such guidance.

58. The impact of parents' involvement on the work of the school is very good. A number of parents are able to offer to help in the classrooms, with extra-curricular clubs and on school trips. The Parents' Association provides very strong support for the school. They hold a variety of fund-raising and social events for both pupils and parents. These are very well supported and funds raised provide the school with welcome additional resources.

59. One of the great strengths of the school has been the partnership with parents, many involved with staff in the layout of the attractive garden and play areas. The very active Parents' Association has provided generous support in funds and contributes a social programme enjoyed by many in the local community, such as the Easter Egg Hunt.

HOW WELL IS THE SCHOOL LED AND MANAGED?

60. The school is well led and managed. The headteacher is a good pastoral leader who leads his caring and committed staff well in order to reflect the school's aims. The governing body, several of whom are new, fulfils its duties conscientiously and use governors' skills well in the service of the school. Governor training has been managed effectively so that new members are well informed about current issues and able to contribute effectively to the work of the governing body. There are some long term vacancies on the governing body due to a lack of nominations by the relevant bodies. This results in additional burdens falling on the existing governors. There is a rolling programme for the review and approval of curriculum policies. All statutory requirements are met. Relationships between the headteacher, staff and governors are very good and they have tackled difficult issues resolutely.

61. Since the last inspection, the role of co-ordinators has been developed effectively. Co-ordination of special educational needs and education in the early years is managed well. There have been significant improvements in the curriculum planning with schemes of work for all subjects, including design and technology. The monitoring of teaching and learning is satisfactory. The headteacher visits classrooms with clear criteria for observations. Co-ordinators have some opportunity to monitor work in their subject areas but this is not planned to have any specific focus. The role of governors in monitoring and evaluation is currently being developed with appropriate training and briefing being included for them to effectively undertake this task. The results of monitoring are fed back to other teachers and governors and findings are incorporated into future planning. This has had a beneficial effect, particularly on standards in the Foundation Stage. Monitoring of pupils' written work has identified the need to improve writing standards. Poor presentation and the inconsistent marking of work has not been identified and rectified.

62. The school's year development plan has been composed of annual action plans which are largely based on issues raised by the last inspection and national initiatives. Developments to help the school to reach targets set with the local educational authority are also appropriately included. There is insufficient information within the plan of costings or time, ways of measuring success and key personnel involved. The format allows an understanding of the main priorities to emerge. The school has recognised the need to develop a strategic plan to cover a period beyond the current academic year. Governors recognise that they now have sufficient expertise and experience to be more involved in robust, regular, self-evaluation which probes into all areas of school life in order to raise standards, increase parental involvement and promote the positive profile of the school in the community.

63. The special educational needs policy clearly sets out the school's philosophy and provision for pupils. It is shared appropriately with teachers and parents. Inclusion of pupils with special educational needs is clearly stated. Arrangement for meeting the needs of special educational needs pupils, including class teaching and withdrawal activities, are clearly spelt out. The role of the co-ordinator for special educational needs are clearly stated. Support from outside the school is outlined, including local education authority learning support services, support for sensory impairment and educational psychologist support. The code stages are clearly outlined and there is local education authority guidance on what should be provided at each stage.

64. There is a good match between the policy and practice. Processes are firmly in place so that pupils are identified as early as possible, parents are involved and helpful individual education plans provide good support for pupils. Teaching and non-teaching staff work together very well to ensure that pupils are included in whole class activities and their individual needs are met in one-to-one and group sessions.

65. Strategic planning is based on practical analysis of current school practice and an annual audit of special educational needs funds. Staffing levels and placement of support are considered well. Although there is no separate development plan for special educational needs, financial planning is managed strategically by the finance committee and policy formulation and review by the curriculum committee. These are within the overall school development plan. These processes ensure that specific funds are used appropriately and that special educational needs inclusion and provision is reviewed regularly. There is well planned training for all staff, including non-teaching assistants. The co-ordinator has insufficient time to monitor classroom teaching and learning of pupils with special educational needs. This together with large classes at Key Stage 2 hinder the ability of the school to provide even better provision.

66. The co-ordinator manages the provision for pupils with special educational needs well. Staff are deployed well so that the school's policy of inclusion is met effectively. By working closely with class teachers, the co-ordinator ensures that pupils benefit from thoughtful planning and appropriate inclusion or withdrawal. She also works effectively with subject co-ordinators to ensure that the curriculum is appropriately adapted and resourced to meet the needs of all pupils. Individual education plans and annual reviews are managed well. Record keeping is very good and pupils' files are kept up to date very efficiently.

67. There are sufficient suitably qualified teachers to meet the need of the National Curriculum. Non-teaching staff make a valuable contribution to the learning of pupils with whom they work. An appraisal and performance management system is in place and professional development is managed effectively to meet identified current needs. Provision of information and guidance for teachers new to the school is good.

68. Accommodation is adequate for the effective teaching of the National Curriculum and most classrooms are of an adequate size for the age of the pupils, although the size of the Year 3 and 4 classroom restricts the nature of some activities. The accommodation is kept clean and warm by the conscientious cleaning staff. An excellent outdoor area has been created during the past two years to improve the pupils' learning environment and promote pupils environmental awareness.

69. The provision of learning resources is satisfactory for the teaching of most subjects, mainly due to a high level of voluntary contributions by parents during recent years when the budget has required very prudent management. Provision for English and children in the Foundation Stage is good. The school's fund-raising committee makes a valuable contribution to the enhancement of resources for learning. Equipment is managed and stored well.

70. Strategic financial planning is appropriately linked to the school's development plan. Priorities focus on addressing the issues raised in the last inspection, raising standards in the core subjects of English, mathematics and science and improving provision for children in the Foundation Stage. The carry forward of funds is mainly attributable to the funds raised by parents and the introduction of a range of financial initiatives which have resulted in increased funding during the past 12 months. There are plans to continue with maintenance and improvement of the accommodation and premises, including the lengthy school drive which is in a very bad state of repair. Further plans include improving the level of learning resources for information and communication technology and maintaining appropriate levels of non-teaching support as linked funding ceases. Specific funding has been well spent, for example, on booster classes. Specific funding for special educational needs is allocated appropriately and used prudently and effectively. The school adds to these funds when necessary to ensure good

provision, for example, in providing good levels of adult support. There has been no auditor's report since before the previous inspection.

71. Day-to-day administration is good and contributes to the efficient running of the school. The headteacher and the administrative assistant organise the school accounts satisfactorily with support from the local education authority finance staff. Clear procedures are in place for the management of ordering materials and making payments. Principles of best value are applied appropriately, for example, in developing the outdoor areas of the school. Information and communication technology is used well for administration. It is also used regularly to make useful materials to support pupils' learning. It has not, however, been effectively incorporated into the curriculum for pupils.

72. There have been significant improvements since the last inspection. The school is well placed to build on recent improvements because of the firm commitment of governors and staff to raise standards. The majority of children enter the school with above average attainment and achieve good and sometimes very good levels by the time they are 11. The school provides satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school has more strengths than weaknesses. The governors' action plan will set out how the weaknesses identified during the inspection are to be tackled.

In order to improve standards and the quality of education, the governing body, headteacher and staff should:

- ◆ As identified in the school development plan, raise standards in information and communication technology by:
 - *improving the level of resources to ensure the curriculum requirements can be fully met;*
 - *identifying appropriate opportunities in medium and short term planning to incorporate the use of skills in information and communication technology across the curriculum;*

(paragraphs 11, 28, 36, 116, 118, 121, 128 and 133)

- ◆ As recognised, develop a strategic plan for the longer term so that it will give the school clear educational direction in its work:
 - *by identifying clear targets that will raise standards;*
 - *by developing clear success criteria;*
 - *by identifying key personnel;*
 - *identifying an appropriate time scale for undertaking and completing initiatives;*
 - *including clear estimates of anticipated costs;*

(paragraph 62)

- ◆ Continue to improve the quality of pupils writing by:

- *improving pupils' handwriting;*
- *improving the standards of presentation;*
- *having high and clear expectations of the amount and extent of pupils' writing on any given task.*

(paragraphs 5, 8, 27, 36, 90 and 91)

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan. These are indicated in paragraphs 33, 55 and 60:

- ◆ Communicating to parents a clear agreed policy and practice regarding homework;
- ◆ The vacancies on the governing body.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	30
Number of discussions with staff, governors, other adults and pupils	34

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	19	65	16	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	118
Number of full-time pupils known to be eligible for free school meals	3

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	20

English as an additional language	Number of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	Number of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	17

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	5.1	School data	0.0
National comparative data	5.2	National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	9	7	16

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Percentage of pupils at NC level 2 or above	School	94 (95)	94 (91)	100 (95)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Percentage of pupils at NC level 2 or above	School	94 (95)	100 (91)	100 (100)
	National	84 (82)	88 (86)	88 (87)

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

As the number of boys and girls in Key Stage 1 are both less than 10 then only the school percentage results are shown.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	10	6	16

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	7	10
Percentage of pupils at NC level 4 or above	School	81 (83)	81 (92)	94 (92)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	5	4
Percentage of pupils at NC level 4 or above	School	75 (67)	63 (92)	56 (92)
	National	70 (68)	72 (69)	80 (75)

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

As the number of girls in Key Stage 2 was less than 10 then only the boys results and the school percentage results are shown.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	104
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	5.4
Number of pupils per qualified teacher	21.9 : 1
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	100

Financial information

Financial year	1999/00
	£
Total income	263,249
Total expenditure	258,585
Expenditure per pupil	2,053
Balance brought forward from previous year	12,260
Balance carried forward to next year	16,924

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	118
Number of questionnaires returned	90

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	33	6	1	0
My child is making good progress in school.	58	34	8	0	0
Behaviour in the school is good.	39	51	8	1	1
My child gets the right amount of work to do at home.	40	46	11	3	0
The teaching is good.	63	33	3	1	0
I am kept well informed about how my child is getting on.	46	44	8	2	0
I would feel comfortable about approaching the school with questions or a problem.	69	26	3	2	0
The school expects my child to work hard and achieve his or her best.	70	26	4	0	0
The school works closely with parents.	47	43	7	3	0
The school is well led and managed.	44	44	10	1	1
The school is helping my child become mature and responsible.	59	38	2	0	1
The school provides an interesting range of activities outside lessons.	29	46	17	4	4

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

73. Children enter the Reception class in the school year in which they are five. A baseline assessment is conducted within the first weeks of starting school. This shows that, overall, levels of attainment on entry are above those expected for children of this age, particularly in their personal and social skills. Children continue to make sound progress during their time in Reception and most will achieve or exceed the nationally prescribed Early Learning Goals for the Foundation Stage. Children join the Reception class in small groups, with the youngest children gradually building up to full time school. This gives children good support, enables them to settle happily, and because of this, they are confident and adapt quickly to school routines.

74. The last inspection report stated that the Reception class curriculum was not planned to the nationally prescribed areas of learning for children under the age of five. The narrow focus of the curriculum at that time restricted the progress that children made, particularly in their skills of independence and creativity. The current Reception class teacher has provided a quality provision in all areas of learning. There are vibrant, stimulating displays that give visual impact. The room is organised into areas, incorporating a range of relevant, interesting activities, which enable children to make independent choices in their learning. This represents good improvement since the last inspection. The Reception teacher uses adults well to give good support to individual and groups of children. The very good relationships between staff and children provide an environment in which children flourish.

75. There are 14 Foundation Stage children in the Reception class and six Year 1 pupils. The co-ordinator effectively co-ordinates the provision, frequently liaising with the Key Stage 1 teacher, so that the younger children mostly receive a curriculum appropriate to their needs, whilst the older pupils receive their National Curriculum entitlement. Planning in Reception takes account of the National Numeracy and Literacy Strategies for the Year 1 pupils but does not systematically or consistently build up the amount of time given to the lesson for children in the Foundation Stage. This is an area for development. The newly developed outdoor area is a very attractive feature of the Reception class environment, giving good support to children's learning by enabling them to develop such skills as building with large bricks or using tools to dig and plant.

Personal, social and emotional development

76. All pupils make good progress in this area and most are well placed to achieve the desired goals by the end of the Foundation Stage. They enter school each day with obvious enthusiasm and many continue the work they have done in school whilst at home. For example, one child had written a list of rhyming words; another had used a computer to write a story. Many children are confident around adults and will initiate conversations. Children form good relationships with their teacher and each other. They play co-operatively at playtimes with their friends. They make independent choices about the activities they choose and persevere with them for a good length of time. Children share equipment and handle resources with respect. They are eager to explore new learning and respond well to the interesting activities that are provided.

77. The quality of teaching in this area is very good because there is very good provision of stimulating, child-centred activities which interest children, for example, the children recently

visited the Royal Armouries. There is now a castle in the classroom with a very good range of costumes, artefacts and books. This activity enables children to play together in a social setting, to try a new activity and to dress and undress independently. The well ordered resources are labelled and easily accessible to children. This enables children to independently access the things they require and contributes significantly to their maturing independence.

Communications, language and literacy.

78. Children enter the Reception class with average or above attainment in speaking and listening, reading, spelling and writing. With the exception of writing, many are likely to exceed the Early Learning Goals in most aspects by the end of the Reception year. Most children confidently link sounds to letters, naming the letters of the alphabet, and most can write their own names. High attaining children can write a sentence using the sight words they have learnt, for example, "It is a nice house". Many children do not use their phonic knowledge of letter sounds to independently write their own sentences. Children mostly listen attentively in discussions, although they are sometimes so enthusiastic, that a small minority have difficulty in waiting turns and sometimes monopolise the conversation! They communicate effectively using a developing range of sentence structures and vocabulary. The children are making good progress in reading. They use picture and context clues and are developing an appropriate sight vocabulary through the regular practice of key words. The good home-school links established through the reading records enable children to have daily reading at home and this contributes significantly to the progress they make.

79. Teaching in this area of learning is good overall. Ongoing assessments are made to ensure that children are given differentiated work to match their differing abilities. The teacher ensures that there are good opportunities within the classroom areas to listen, speak, read and write. For example, children read the written instructions "Make a castle with four turrets" before working in the sand. They write their names in the appointments book in the class Estate Agents. A well organised listening centre with earphones, tapes and quality story books provides good opportunities for children to consolidate their learning.

Mathematical development

80. By the end of the Foundation Stage the majority of pupils achieve the Early Learning Goals for this area of learning, making sound progress. Most pupils can add two numbers up to 10, with equipment. They count to 20 and many go beyond. High attaining children can recognise and order numbers to 20. They independently complete addition sums, understanding the words add and equals. The quality of teaching is satisfactory. The teacher plans for opportunities to develop numeracy skills based on the Early Learning Goals and there is good emphasis on the use of mathematical skills in real life situations. For example, the number of pupils absent and the number present when the daily register is taken.

Knowledge and understanding of the world

81. Most children enter Reception with rich experiences of their world. The provision for this area of learning is very good and children are exposed to a stimulating and relevant range of experiences that enables them to make good progress. They visited the church and handled Christian artefacts. They wrote letters to their parents at Christmas, posting them at the village post office. Children predict what will happen to frozen water. They name the days of the week. Through their visit to the Royal Armouries they develop an understanding of times past. They operate the tape-recorder independently. Teaching in this aspect is very good, the teacher

successfully combining areas of learning to enable children to make connections in their learning. For example, in a recent shoe shop topic, the children used foot measures and sorted shoes by size and colour, thus applying early mathematical skills. They wrote letters in literacy work, inviting visitors to have their shoes shined and made biscuits in a food technology session. Social skills were developed as they entertained visitors with food and drinks. The good management skills of the teacher enable her to prepare well-planned investigations which encourage and develop children's thinking.

Physical development.

82. Standards in physical development are broadly in line with expectations for the age group. They develop good hand to eye co-ordination as they cut with scissors or use the mouse effectively to drag items across the computer screen. They demonstrate good balance as they hop and jump confidently on tyres. They are well co-ordinated and use space appropriately. Pencil and crayon control is satisfactory overall. The quality of teaching is sound. Good use is made of space in the Reception class to set up activities that effectively develop physical development, for example, children can write, draw, cut and stick in the Estate Agents' office.

Creative development.

83. Children develop good attitudes and skills in art through a range of activities, including painting, fabric printing and investigating the properties of wet and dry sand. They mix paint carefully showing good control as they add white to make varying tones. They show creativity in the junk models they make. They sing simple songs from memory with reasonable tunefulness, some maintaining good rhythm as they clap in time with the music. They demonstrate good imagination in the role-play castle as they pretend to be princesses and knights. The strength of the teaching in this area is the wide range of experiences that the teacher provides and the constant changes in focus. For example, the role-play area has been a baby clinic, shoe shop, florists and post office in the preceding months, giving valuable opportunities for children to develop specific vocabulary and to act out a range of circumstances.

ENGLISH

84. Standards have improved in speaking and listening and in reading since the last inspection, when they were in line with national standards throughout the school. In writing, average standards have been maintained. The successful introduction of the National Literacy Strategy has played a significant role in the school's drive to raise pupils' attainment further. Robust analysis of results in national tests for 7 and 11 year olds is used effectively to identify areas for development.

85. In the year 2000 national tests for 11 year olds, the school's results were above average in comparison with all schools nationally but below average when compared with similar schools. Well over a third of pupils achieved the level above that expected for their age. Current inspection findings broadly concur with these results. Overall, standards of pupils' attainment are above those expected in reading and writing for 11 year olds. Test results vary from year to year because of the range of pupils' ability and the relatively small number of pupils taking the tests. From 1996 to 2000, the school's results have consistently been higher than the national average.

86. In the national tests for 7 year olds in the year 2000, the school's results in reading were average when compared with all schools nationally and below average in comparison with

similar schools. In writing, they were above average compared with all schools and average in comparison with similar schools. Although most pupils reached the expected level for 7 year olds in both reading and writing, a significant number reached it at the lowest level possible in writing. From the current inspection, standards in reading by the end of the infants are now higher than they were in 2000. Standards in writing are average. Staff have identified writing as an area for improvement throughout the school and strategies are already in place to enhance pupils' skills and increase the amount of writing which they do in lessons.

87. Pupils' skills in speaking and listening are well above average throughout the school. By the time they are 7 most pupils speak clearly and reply confidently to teachers' questions. They express their ideas and thoughts effectively because of the school's emphasis on the development of appropriate subject vocabulary and teachers' skilful questioning in lessons. Pupils listen attentively and take turns to contribute to discussions, for example, in Year 2, when they described their recent visit to the Royal Armouries. By the time they are 11, most pupils join in discussions confidently and answer teachers' questions with increasing clarity. In Year 4, pupils used specific vocabulary in an English lesson, for example, to describe the use of diagrams in non-fiction books. In a lesson in Year 6, pupils confidently explained the use of language in H. G. Wells' novel, 'The War of the Worlds'. Pupils gain confidence in speaking to a larger audience when they take part in concerts for parents and friends.

88. By the time they are 7, pupils' attainment in reading is above average. They develop a love of reading and most read enthusiastically. Good teaching of letter sounds and patterns gives pupils confidence and appropriate skills to build words and gain meaning from texts. They also use a variety of clues such as context, understanding of character and story titles. Able pupils read simple storybooks confidently and discuss the characters and stories. As they read together in the literacy hour, pupils look for specific features, such as rhyming words or punctuation. Pupils in Year 1 achieve very well as they work on patterns of letters to make sounds to begin or end words, such as 'st', 'tr' and 'pl'. Most pupils, even the youngest in the school, are aware of the contribution of authors and illustrators to books. By the end of the infants, nearly all pupils use the contents and index pages of non-fiction books confidently and most can already skim through texts and scan them for specific information.

89. By the time they are 11, most pupils read well and standards are well above average. Pupils have a wide range of strategies to decipher meaning from print and they progress well. They use context cues well and recount the significant ideas, events and characters in stories. Pupils read children's novels of good quality with fluency and expression which brings the text to life. They cope well with the more complex narrative structures in these stories. All pupils read from a good range of literature, including poetry and non-fiction. In the literacy hour, pupils read together from enlarged print and this benefits all pupils, including those with special educational needs, by encouraging pace and expression. The study of vocabulary and sentence structure in texts gives valuable practice to enhance reading comprehension and enrich writing activities. Most pupils use CD-ROMs confidently and this supports the extension of research skills.

90. By the time they are 7 years old, pupils' attainment in writing is average but there are signs that standards are improving because of the school's rigorous approach to the teaching of letter sounds and the use of texts to model good writing in the literacy hour. By the end of Year 2, most pupils can blend letter sounds into words. They use capital letters and full stops appropriately in their writing and more able pupils begin to use inverted commas for speech. Throughout the infants, pupils plan their stories and there is a clear sense of narrative. More able pupils use interesting vocabulary such as 'absolutely', 'terrifying', 'furious' and 'gracefully'.

As they write simple book reviews, pupils show clear understanding of the meaning in texts. In non-fiction writing, pupils sequence events with increasing skill when they write instructions. Presentation of work is variable but handwriting is usually correctly formed and evenly sized and a few pupils are beginning to join their writing.

91. The effective introduction of the literacy hour has had a very positive effect on the writing of pupils by the time they are 11. Standards are average but they are improving. Pupils benefit from the clear focus on work on words and sentences. The use of paragraphs is secure for average and higher attaining pupils, who use interesting vocabulary to bring life to their writing. Poetry writing is of a very good standard throughout the school. In Year 4, pupils wrote sensitively about a kestrel. Pupils benefit from the study of literature to explore the use of language to express mood and atmosphere in stories. Although pupils have lots of interesting ideas, they do not produce enough writing in the time allocated for this in the literacy hour. They make plans but do not expand them to create finished pieces of work. The presentation of work and the quality of handwriting is variable; pupils do not always take sufficient pride in their work. When they do, for example, in accounts of their trip to Ravenscar, they produce writing of a high standard. In extended pieces of writing, pupils use word processing effectively to present work for display.

92. Literacy is promoted effectively in other subjects such as science and geography and there is a clear whole-school approach to promoting the use of appropriate vocabulary and the extension of research skills. Pupils throughout the school love reading and there is literature of good quality in classrooms. Opportunities are taken to enrich the pupils' vocabulary by labelling displays and providing lists of useful words in the classrooms. Support with reading is enhanced by the very effective use of home-school reading diaries which include targets so that parents know how to help their children at home.

93. Throughout the school, pupils enjoy their English lessons. As they explore texts and share their ideas, pupils make good gains in learning. Pupils are interested in literature and they are enthusiastic about their favourite authors. This interest reflects the teachers' positive approach. Nearly all pupils find increasing personal satisfaction in reading as they grow older. Behaviour is good and pupils work well in pairs and groups but older pupils do not always produce enough written work in lessons.

94. The quality of teaching and learning is good overall. The best lessons were characterised by well chosen and effectively planned activities for each group and a brisk pace which stimulated pupils and encouraged them to learn at a good rate. Teachers are working hard and successfully at the school's target to improve pupils' writing. Pupils are provided with good models of writing in order to raise their attainment. Throughout the school, teachers are enthusiastic so that the literacy hour is enjoyable. Good teaching in Year 6 enabled pupils to gain a deeper understanding of how the atmosphere can be set for a story. Teachers choose texts thoughtfully so that pupils can relate to them. In the infants, pupils read an account of a school trip, which linked very effectively with their own recent class outing.

95. Teachers use good questioning techniques to ensure pupils are engaged well in most lessons. Praise is used effectively so that pupils' contributions to discussions are given value. The quality of teachers' marking is variable throughout the school. Few corrections are done. When they are, for example in Years 3 and 4, pupils benefit from improving their work. In all classes, sensitive and well-focused teaching and support for pupils with special educational needs helps them to make good progress. Individual education plans are created thoughtfully so that pupils gain regular success and their self-esteem is raised. Support from the school's co-

ordinator for special educational needs is of good quality and this is enhanced by well-organised and intensive support from classroom assistants, whose work is significant in ensuring the pupils' good progress.

96. The recently appointed co-ordinator has taken on the role very effectively and leadership and management of the subject are good. Staff work together well as a team so that they are aware of the whole school curriculum and know what is being taught and learned in other year groups. This ensures a consistent approach to teaching and brings continuity to pupils' learning. The curriculum is planned in a cohesive, well-organised and logical way, based on the National Literacy Strategy, which helps teachers with their day-to-day lesson planning. The range of purposes for writing is planned very well; this is a strength in provision. The library is well organised and accessible because of the simplified classification of books which helps pupils to develop effective research skills. There is a good supply of books for teaching and learning in the literacy hour and for pupils' personal reading programmes. Visits from theatre groups enhance pupils' learning.

MATHEMATICS

97. The 2000 national tests showed that attainment at the end of Key Stage 1 was very high in comparison to national averages. All pupils attained level 2, with the proportion attaining the higher, level 3, being above the national expectations. When compared with similar schools, pupils' attainment was average. The national tests showed that by the end of Key Stage 2, the proportion of pupils attaining level 4, and the higher level 5, was above the national average and also above the attainment of pupils in similar schools. Taking the years 1997 to 2000, pupils' attainment has been consistently above the national averages. When comparing the results of this cohort with their results in the Key Stage 1 tests, the value added to this year group was good for the proportion of pupils reaching level 4 and was very good for those attaining level 5. The last inspection report indicated that standards at both key stages were in line with national averages but no Key Stage 2 pupils achieved the higher levels. More pupils at both key stages now achieve the higher levels and this shows good improvement. Inspection evidence shows that standards are good and above national expectations for most pupils aged 7 and 11.

98. Most of the younger pupils in Key Stage 1 name and sort a range of plane shapes such as rectangle and circle. They can add two small numbers together accurately, double numbers up to 10 and can recognise numbers to 100. High attaining pupils recognise the patterns that odd and even numbers make, can order numbers to 100 and find missing numbers within a sequence. By the end of Year 2, pupils are developing effective mental agility skills. They are able to count in fives and tens to 100 and recognise multiples of these, for example, how many sets of 5 there are in 45. Pupils use simple fractions such as quarter and half and complete and interpret bar charts. Most pupils can add and subtract numbers to at least 20. High attaining pupils successfully add two, two-digit numbers bridging 100.

99. Pupils enter the school with above average attainment in numeracy. Since attainment remains above average by the end of Key Stage 1, this constitutes satisfactory progress overall. In Year 1, pupils make good progress in mental calculations and confidently solve simple problems without equipment. They make good progress in their understanding of block graphs. For example, when constructing a graph about a number of coloured teeshirts, pupils were able to record their results appropriately on column graphs, reading scales and interpreting their results. They made good progress in organising their work, systematically crossing off the teeshirts as they were recorded on the graph. By the end of Year 2, pupils show good progress

in their learning habits. They listen carefully, are able to work independently, carefully reading instructions. They approach their work logically, working systematically through the problem. For example, in one lesson seen, pupils ordered sets of jumbled numbers, systematically starting with the lowest and crossing out numbers as they were used. They independently worked out the criteria to use when completing Carroll diagrams.

100. In Key Stage 2, pupils' skills are well-developed using addition, multiplication, subtraction and division, both in their heads and using standard notation. Year 3 and 4 pupils develop appropriate pencil and paper methods for solving problems, using a range of strategies such as doubling and rounding to the nearest 10. They can recognise and convert both analogue and digital time. They find half and quarter of a set of items and know the equivalences of fractions, for example, that $\frac{5}{10}$ equals one half. By the end of the key stage, pupils recognise a range of angles in geometry work, for example, they name isosceles and acute and calculate the number of degrees. They multiply numbers by two digits, use quick ways to add mentally and use multiplication facts effectively. They understand mean and average.

101. Pupils enter Key Stage 2 with above average attainment and continue to make satisfactory progress. The progress made by high achieving pupils is good because of the systematic build up of skills at the right level. Pupils of below average prior attainment and those with special educational needs, also make good progress due to the good level of support they receive and the provision of work at exactly the right level. Scrutiny of pupils' work over time shows that those pupils of average prior attainment are frequently given the same work as those with above average ability; this results in them making frequent mistakes because the work does not closely relate to their requirements and is sometimes too difficult. Overall, pupils make satisfactory progress in most aspects of mathematics. They make good progress in using the four rules of number competently when only one process, for example addition, is used in calculation. They make insufficient gains in their ability to identify the correct number operation in a multi-part question and this affects the rate of progress to higher levels of attainment for a significant number of pupils. Pupils develop good attitudes to their learning. They are keen to answer questions and mostly listen carefully. They make good progress as independent learners, using equipment such as calculators when required, and are able to work without adult supervision. They are well behaved and persevere with the task.

102. The quality of teaching was satisfactory in one third of lessons observed during the inspection; it was good in all other lessons, with one very good lesson seen in Key Stage 1. Subject knowledge is good and correct mathematical terminology is used. This enables pupils to use subject specific words in their answers to questions. For example, in a Year 2 lesson on data handling, pupils used words such as graph, sets and criteria. Behaviour management is good and this results in pupils listening carefully and working quietly. In Key Stage 2, the school has decided to teach the mixed age group classes as two separate sets, rather than by ability within the class.

103. In most lessons, good organisational skills ensure that both age groups are given appropriate attention. This is less apparent in those lessons where pupils are taught as separate age groups but are not separated within the class. The practise of giving the same work to most pupils in a year group results in some pupils receiving work that is too difficult for their stage of learning. Teachers give clear instructions and present their teaching in small structured steps. This gives good support to pupils during the main teaching session. They spend appropriate time revising previously taught work and this consolidates pupils' learning. Teachers present their lessons at a good pace, thus maintaining pupils' interest. When pupils are working in groups and individually, challenging time scales are not set. As a consequence,

pupils work conscientiously but lack rigour and urgency in their work. Teachers pay good attention to the development of mental agility skills by frequently providing mental and multiplication table tests. This enables pupils to make sound progress in their learning and is a key factor in the standards attained.

104. The National Numeracy Strategy has been introduced satisfactorily and there are effective strategies in place for teaching most aspects of the subject. Computers are used to reinforce some work such as drawing shapes, but overall they are insufficiently used. For example, there were no computer generated graphs seen in pupils' work on data handling. There are few examples of mathematics being applied in other subjects, such as design and technology for measurement and calculation purposes. Throughout the school, pupils' work is marked and dated but there are insufficient comments to indicate the next stage of learning or target for improvement. Pupils are appropriately encouraged to learn tables for homework but the setting of mathematics homework is at the discretion of the teacher and provision is not consistent throughout the school.

105. Co-ordination of the subject is effective. The co-ordinator has good subject knowledge, gives good support to teachers and ensures that there are sufficient resources for the subject. The effectiveness of the introduction of the numeracy strategy was monitored two years ago. Since that time, there have been no opportunities for the co-ordinator to monitor the quality of teaching and learning in the classroom, or to monitor the work in pupils' books and by so doing to pick up issues such as unsatisfactory match of work to ability in some lessons. Teachers complete suitable ongoing assessments of pupils' work. Pupils' performances in tests are noted and results appropriately used to track the attainment and progress of individuals and groups of pupils. The end of year targets set for pupils are achievable but lack challenge for some pupils, affecting the rate of progress they make overall.

SCIENCE

106. At the end of Key Stage 1 the 2000 teacher assessments for pupils aged 7, show attainment at level 2 and above was very high in comparison with the national average. The proportion of pupils attaining level 3 was also above the national average. At the end of Key Stage 2 the 2000 national tests for pupils aged 11, show attainment was above the national average at level 4 and above. It was above the average for all schools. The proportion of pupils attaining level 5 was also above the national average. Compared with similar schools, the performance of pupils' was close to the average. Over the past four years the trend has been one of steady improvement with standards of attainment in science above the national average. Results from year to year reflect the differing numbers of pupils in each year group and the significant change (22 per cent) in the pupil roll between tests at age 7 and 11.

107. Standards seen at the time of the last inspection in 1997 were judged to be in line with national expectations at the end of Key Stage 1 and above at the end of Key Stage 2. Evidence from the current inspection indicates that standards in science throughout the school are above national expectations. This improvement is a reflection of the good quality of teaching and the significant contribution in developing a good scheme of work to ensure continuity and progress in pupils' learning by the co-ordinator.

108. By the end of Key Stage 1, pupils have a sound understanding of materials and can sort them into groups of man-made and natural materials. They use simple equipment to carry out investigations and make simple observations. For example, when Year 1 pupils were

discussing how different conditions might affect the rate at which an ice cube would melt and planning investigations to test their predictions. In their work on materials, pupils know that some materials can change their state due to the effect of temperature, for example, that water is a liquid but can also be a solid and a gas. Through challenging experiences such as following recipes, measuring out and weighing ingredients when baking, pupils recognise the changes that occur in foods when they are cooked. When investigating forces by experimenting with model cars on ramps, pupils discover that pushes and pulls are forces that can cause familiar objects to move, speed up, slow down or change direction.

109. Pupils in Year 2 experience and explore magnetic force and are able to talk about their findings and make suggestions. They understand the need to make tests fair by keeping conditions the same or only changing one thing at a time in order that they can compare results. Most pupils identify parts of the body with ease and understand the need for hygiene in investigative science, pupils record their findings appropriately. By the end of the key stage, pupils have covered all aspects of the subject.

110. By the end of Key Stage 2 all pupils have a good understanding of scientific investigations, as the teachers provide carefully structured opportunities to work systematically through scientific processes. Pupils combine their activities in science with other subjects such as mathematics, design and technology and English. For example, when discussing forces in Years 5 and 6, pupils use scientific language such as resistance to discuss the effect of friction. They understand that friction is a force which slows moving objects and experiment with a variety of surfaces to test their ideas. Scrutiny of work shows that pupils are developing a good understanding of the complexity of fair tests and are familiar with the need to change only one variable at a time when conducting experiments or undertaking investigations. Pupils describe correctly how devices within a variety of electrical circuits function. They are able to carry out investigations and predict outcomes to find out which materials make good conductors or insulators of electricity.

111. Pupils in Year 3 and 4 learn that there are forces of attraction between magnets and magnetic materials by conducting simple experiments and recording their results which they discuss as a class. Most pupils know the different parts of a plant and good use is made of the excellent environmental area in the school grounds to observe the changes to plants through the seasons. They understand the circulatory system of the human body. They explain the differences between solids, liquids and gases correctly and confidently explain condensation and evaporation. By the age of 11 most pupils have a good detailed knowledge across the science curriculum. They learn to select appropriate apparatus and equipment, how to use it safely and explain and demonstrate their results confidently. Throughout the school, pupils express themselves effectively in written and oral work. Observations and measurements are recorded in different ways, by written accounts, diagrams and graphs. The use of information and communication technology is underdeveloped in science, for example, pupils do not have opportunity to use computers to measure temperatures or to handle data from their science investigations.

112. Learning is good in both key stages. In Key Stage 1 pupils regularly carry out investigations which ensure a steady development of scientific skills. Pupils discuss a range of different metallic products and record the variety of different properties, for example, hard, stiff, flexible and shiny. In Key Stage 2 pupils continue to develop their understanding of investigative work, by working collaboratively and in discussions with the teacher. In Years 3 and 4, when investigating insulators and conductors, pupils confidently plan an experiment, list the required equipment, predict the outcome, carry out the experiment and devise an appropriate recording

system to clearly illustrate which materials electricity will pass through. Progress is good throughout the school as pupils become more confident in exploring ideas and considering possibilities. At both key stages, pupils with special educational needs are well supported and make good progress.

113. The pupils' attitude to learning in science is good. They show interest and enthusiasm in the practical nature of the work and set about their investigations sensibly and responsibly. Their behaviour is good throughout and relationships with each other and the teachers are very good. Pupils listen well to others and are co-operative, polite and helpful. They collaborate well when deciding how to carry out their investigations and devising ways for recording what they have done. Pupils respond well during class discussions and confidently describe what they have done and what they have discovered.

114. The quality of teaching is good and sometimes very good. Teachers are confident and have good subject knowledge. The quality of lesson planning is good and provides interesting and stimulating work for pupils. Lesson objectives are made clear and higher attaining pupils are challenged to extend their learning. Class management is good and there is skilful use of praise and encouragement. Pupils develop the ability to observe, describe and record their findings in their investigative work. Teachers have high expectations of pupils' behaviour and response. Through effective questioning techniques they provide good introductory discussions, effectively recapping on what pupils have learnt in previous lessons. They conclude well by reinforcing what has been learned during the lesson. The quality of teaching has a positive impact on pupils' attainment and progress.

115. The science curriculum is broad and balanced. All of the National Curriculum programmes of study are covered in increasing depth as pupils move through the school. Planning ensures that all pupils have equality of opportunity and provides considerable support for all staff. All members of staff are aware of health and safety considerations in the teaching of science. The subject co-ordinator provides very good leadership and has developed a good scheme of work to ensure progression and continuity in pupils learning making good use of the school's excellent environmental area to support work in science. Effective monitoring of teaching and pupils' work ensures that high standards are maintained. Improvements to standards have been made as a result of detailed analysis of National Curriculum assessment and test results. There are sufficient resources to ensure that all aspects of the National Curriculum can be delivered effectively.

INFORMATION AND COMMUNICATION TECHNOLOGY

116. Standards are in line with those expected for 7 year olds. They are satisfactory overall for 11 year olds, being below those expected in some aspects of the subject, for example, data handling and control technology but good in word processing and the use of computers to research for information. In the last inspection, standards were judged to be in line with expectations throughout the school.

117. By the time they are 7 years old, pupils operate the mouse and keyboard confidently. Younger pupils recognise that the machine responds to signals and they drag images across the screen to create pictures, for example, of a bedroom for the Three Bears. By the end of Key Stage 1, pupils write simple text to the screen and save and print their work effectively. They use the space bar and backspace keys correctly and begin to edit their work as they try to improve it. As they explore adventure programs, pupils gain increasing skill in making choices which help

them to solve problems. They know that certain signals will give specific outcomes and become more confident in their expectations of what programs can do. They load programs, select their own particular requirements and follow instructions on the screen well. Control skills develop appropriately as pupils direct a programmable toy and make it move in specific ways across the floor.

118. By the end of Key Stage 2, pupils word process confidently to present their work in a range of subjects. For example, they write stories, poems and reports and begin to organise text imaginatively to make notices and posters. They import pictures confidently from a store and use a drawing package competently to control a variety of tools to create interesting pictures. Work on data handling is not sufficiently developed for pupils to explore patterns and trends sufficiently in mathematics, science and geography. In science, lack of equipment such as simple thermal sensors inhibits pupils' progress in developing skills appropriate for their age in control and monitoring and they do not achieve as well as they could. Throughout the school, pupils control tape recorders and use earphones confidently as they follow texts. Older pupils manage the overhead projector well as they take turns to prepare the hall and tidy up after assemblies. In art and design pupils study the Surrealists and then use a digital camera very effectively to take unusual photographs in their own Surrealist style. In music, pupils use electronic keyboards to create tunes and play them.

119. Pupils enjoy using information and communication technology and are enthusiastic to have their turns on the machines. They display a good sense of responsibility as they record what they have done. Pupils are inquisitive and eager to learn more about the possible operations within programs. When working in pairs or groups, they support each other thoughtfully. They know that the computer opens up a wealth of information and are keen to explore CD-ROMs. Throughout the school pupils with special educational needs benefit from good levels of adult support and from simple programs to enhance their skills in literacy and numeracy.

120. A limited amount of teaching of information and communication technology was seen during the inspection but from scrutiny of pupils' work and the standards achieved, it is evident that overall teaching is satisfactory. As equipment and software become available, teachers are including it in their planning so that information and communication technology becomes an increasingly effective tool for learning. Its use is well organised in Years 5 and 6, when pupils create plans for stories, they block sections of text, change font styles and sizes and move sentences and paragraphs effectively.

121. There is a useful policy for the subject and the helpful schemes of work are gradually being embedded as teachers' expertise is enhanced and resources are improved. National guidelines are being followed so that pupils' skills in information and communication technology are taught in a systematic way but the school is aware that the subject is not planned with sufficient consistency so that its use is clear in all subjects.

RELIGIOUS EDUCATION

122. No lessons were seen during the period of the inspection. The work of pupils was scrutinised, school timetable planning was reviewed and discussions took place with the curriculum co-ordinator and with a sample of Year 6 pupils. Pupils' make satisfactory progress and attainment overall by the end of both key stages is in line with the expectations of the Leeds agreed syllabus. This is similar to the findings of the last inspection.

123. Most of the work undertaken in Key Stage 1 has involved first hand experiences and discussion. There is limited written work to consolidate pupils' learning or to provide a tool for revision over time. Pupils have visited St. Mary's Church. They have drawn pictures, carefully depicting aspects of architecture and have asked the vicar a comprehensive range of questions about the practices in the Christian faith. Pupils know about the life of Moses and have gained valuable insight into Judaism by welcoming a Jewish visitor in their classroom. They have examined Jewish artefacts such as the Seder plate and the Sabbath bread, Challah, and have experienced reverence and ceremony when observing the visitor reciting the Torah in Hebrew.

124. During their time in Key Stage 2, pupils visit churches such as Whitby Abbey and York Minster. Pupils understand the importance of the Bible to Christians. They have a satisfactory knowledge of Christian practices such as confirmation and baptism, understanding the significance of these. They know about the Old and New Testaments and are conversant with the life of Jesus and the chief celebrations in the Christian faith. They continue to learn about Judaism in appropriate depth and know about the key roles and beliefs. Discussions with Year 6 pupils indicate a limited understanding about the other denominations within the Christian faith. Pupils' understanding of key religions such as Islam and Hinduism, as indicated in the agreed syllabus, are not developed to the levels expected.

125. The headteacher has recently taken over the co-ordination of the subject and is providing effective guidance for teachers. He has developed a comprehensive long term plan which identifies suitable areas of the agreed syllabus to be covered by each age group. No time has been given to the monitoring and evaluation of teaching and learning in religious education. There are no procedures in place for the assessment and recording of pupils' learning. There is a good supply of books and artefacts to support work on Christianity. Discussions with pupils indicate that they have limited opportunities to handle artefacts from the other major faiths. The well-planned daily assemblies make a good contribution to the provision for religious education through a range of relevant topics and themes such as Christian qualities, New Beginnings and Promises.

ART AND DESIGN

126. The previous inspection identified art as a subject with good attainment and progress in both key stages. From the scrutiny of display, pupils' work and from discussions with teachers and pupils and the observation of lessons at both key stages, it is clear that these standards have been maintained. By the end of both Key Stages 1 and 2 pupils attain levels in art and design which are above those expected nationally and they make good progress. Pupils with special educational needs make good progress at both key stages. Pupils develop both technical skills and creativity in their work. During the inspection some good work from both key stages was on display. This included some very good drawings and paintings using famous artists as inspiration as well as some very good work using the digital camera to produce surreal images.

127. By the end of Key Stage 1 pupils have extended their skills in printing, painting and modelling, building well upon their previous learning in the Foundation Stage. They observe pattern, texture, line and tone with skill. Inspiration and ideas are developed through topic themes and lead to pupils developing skills with textiles, clay work and design. They learn to use paper to produce a range of sculptured effects. Different threads are used to weave interesting abstract designs using twigs as a loom. Textile materials are used to produce collages often

linked to the work in literacy and waste materials are used to produce three-dimensional models linked to their topic work.

128. By the end of Key Stage 2, pupils gather observations and ideas. They experiment with their ideas and adapt their work showing good use of a variety of techniques. For example, Year 3 and 4 study the work of modern artists and then use a digital camera to produce their own surreal images very effectively. Pupils make good observational drawings of still life objects, for example, seashells. They study and emulate the style of Hockney and Renoir. They work in three dimensions on collage work. The pupils have limited use of information and communication technology to create their own artwork using appropriate software.

129. Learning is good in both key stages. Pupils steadily improve their skills and techniques, benefiting from the extensive range of materials available to them. Their well developed reading and speaking and listening skills help them to improve their knowledge of the contribution made by well known artists. They research their work appropriately, sometimes making effective use of CD-ROMs.

130. The pupils' response to art and design is good and assists their learning. They are well behaved, enthusiastic and concentrate hard. They work well together and share materials. The majority of pupils are confident and can talk about their work using appropriate vocabulary, such as colour tones, texture and pattern. Their personal development is good. The pupils make appropriate choices and take responsibility for clearing away after lessons.

131. The quality of teaching is good and sometimes very good. Teachers stress the need for pupils to observe closely and very good use is made of examples of the work and styles of famous artists and of pupils' own work. The teachers are well organised, with the appropriate resources readily available. There is very good use of questioning to help pupils develop and refine their work. The teachers' planning is very clear with good learning objectives, which plays a significant part in the good progress made by pupils. Classroom assistants give very good support, particularly for pupils with special educational needs.

132. Art and design is co-ordinated collaboratively by all the staff. Good use is made of the natural environment surrounding the school. There are many links with other areas of the curriculum, including observational work in science, careful planning in design and technology, personal and social education and religious education. For example, pupils in Year 3 and 4 study the use of art in portraying religious themes, such as the last supper, linked to their work in religious education. Pupils are encouraged to assess and evaluate their own work and this has a positive effect on raising attainment.

DESIGN AND TECHNOLOGY

133. Only one lesson was observed during the inspection. Evidence from this lesson, the scrutiny of pupils' work on display, discussions with pupils and teachers' plans, show that pupils attain satisfactory standards in most aspects of the subject. This indicates good improvement since the last inspection when pupils' attainment by the ages of 7 and 11 was below that expected nationally. Teachers are now appropriately trained in the subject. There are sufficient resources to support design and technology and an appropriate scheme of work enables pupils to develop skills, knowledge and understanding in a systematic way. Pupils make satisfactory progress in most aspects of the subject. By the end of Key Stage 2, pupils have made limited

progress in their understanding of techniques to strengthen and enhance the appearance of their work. The use of computers to control mechanisms is not developed.

134. No lessons were seen in Key Stage 1, though plans show that pupils have appropriate opportunities in designing and making. There is evidence of pupils using a wide range of materials, including food and textiles, and of developing skills in a structured way through a sustained piece of work. For example, prior to making the Elmer the Elephant quilt, they examined a range of hand-made quilts, experimented with tessellating squares, drew elephants on the computer and investigated the properties of fabric paints. They then sewed their initials on the finished squares. This activity also enabled pupils to experience success and to work co-operatively to design an attractive finished product. In another project, pupils designed cards with moving parts, using simple pneumatics to create movement.

135. Pupils in Key Stage 2 continue to develop the design process in a systematic way. For example, when making sandwiches, Year 3 and 4 pupils considered the foods' appearance, its suitability for child or adult and whether it was "healthy". They prepared a range of fillings. They wrote about the process, evaluating the sandwiches' taste and appeal and any alterations they would make. Currently, pupils in Years 5 and 6 are using cams to provide moving parts in nursery rhyme scenes. They demonstrate a sound understanding of the design process. They disassemble toys to gain insight into the function of the cam, generate very individual, innovative designs and use a range of tools safely and with confidence. Overall, pupils' design sketches lack detail. They do not clearly depict how the device will work or the precise measurements to be used.

136. The quality of teaching in the one lesson seen was good, with effective planning, management and organisation. Good emphasis was given to the development of skills and to the safe use of tools. By providing a comprehensive range of working models, the teacher enabled pupils to gain clear insight into how mechanisms worked. The design process developed in a structured way so that pupils' built on previously taught work, and this gave good support to their learning.

137. The subject is well managed. The co-ordinator has a good subject knowledge and supports colleagues well. Sound curriculum planning gives good guidance to non-specialist teachers and also ensures that pupils develop skills and knowledge in a systematic way. To evaluate pupils' attainment and progress, the co-ordinator appropriately monitors a representative sample of finished work. There is no whole school procedure to assess and record pupils' attainment and progress over time.

GEOGRAPHY

138. No geography lessons were observed but from analysis of pupils' work, scrutiny of teachers' planning and discussions with pupils and teachers, inspection findings show that standards are in line with those expected by the end of both key stages.

139. By the time they are 7 years old, pupils develop appropriate geographical skills and knowledge. They explore the school site and the locality and extend their investigations to gain a wider view of the world. Pupils begin to ask questions of a geographical nature as they study the journeys of a teddy bear who travels around the world. They study the climate, vegetation, wildlife and the way people live in countries such as China, Thailand and India. They send letters and receive postcards which stimulate their interest and add to their knowledge. Nearer to

home, they investigate the traffic in Boston Spa and look for reasons why there is more traffic on the High Street than on the road outside the school. They recognise that one is a major route with central features such as shops and the other serves more local traffic. Their findings are well organised in graphs. Work in geography links well with that in other subjects, for example, in mathematics, English and information and communication technology. Pupils search competently in books to find information and their research skills are developed appropriately when they explore a range of CD-ROMs.

140. By the age of 11, pupils have a sound understanding of natural and man-made features of the world. They know the effects of humans on the natural and man-made environments. During a field trip, for example, they explore the way industry has affected the landscape and know that there have been significant changes in land use over the years. Their understanding of the signs and symbols on Ordnance Survey maps develops well when they visit the North Yorkshire coast to investigate the geographical features such as landscape, flora and fauna. During their visit to Ravenscar, pupils gain investigative skills as they study geological features and find ammonites. They recognise the importance of tourism in such areas and know that there are historical connections which add interest, for example, pupils visited Whitby and extended their knowledge in both geography and history as they found out more about Captain Cook's journeys.

141. Skills in literacy and numeracy are developed appropriately as pupils write reports, label diagrams and calculate distances. Information and communications technology is used effectively to find information and maps and for taking digital photographs of sites and features. It is not use sufficiently to collate and order information. Pupils with special educational needs make sound progress and they are well supported with appropriate worksheets and adult support during lessons.

142. No judgement can be given on teaching but teachers' planning indicates that work is well planned in a systematic way so that pupils benefit from a good range of geographical experiences. Pupils learn at an appropriate rate and achieve appropriately. The curriculum is organised well so that pupils' learning is relevant as they benefit from fieldwork in their own environment and further a field. Pupils say that they enjoy the subject, especially when there are trips out to collect information. From displays, pupils' work and discussions, it is evident that the school has an enthusiastic and lively approach to the subject.

HISTORY

143. Evidence from past work, discussion with Year 6 pupils and from the one lesson observed indicates, that in those aspects of the subject seen, pupils achieve standards expected for their age at Key Stage 1 and that attainment at Key Stage 2 is above that expected nationally. By the end of Key Stage 2, pupils have a good understanding of how historical events affect the lives of people and know how to use a good range of secondary sources, such as books, letters and CD-ROM, to inform their learning. Standards are similar to those reported in the last inspection.

144. At Key Stage 1, pupils gain knowledge about famous historical characters such as Guy Fawkes and Louis Braille. Pupils learn about key events such as the Fire of London. Much of the recent Year 1 and 2 work in history has been developed through drama and storytelling and there is limited pupils' work available for scrutiny. Whilst making history enjoyable and meaningful, this practice results in pupils having too few opportunities to consolidate their learning through writing.

145. The subject makes a sound contribution to literacy at Key Stage 2 where, for example, older pupils complete work about the Second World War in attractively presented folders. They organise their work well, as they write about such aspects as the Blitz and the plight of evacuees. Pupils learn that evidence can be obtained from a variety of sources such as videos, grandparents' recollections or the Internet. First hand study enhances the pupils' progress, for example, pupils in Years 5 and 6 visited Eden Camp and experienced underground shelters and blackout conditions. This enabled them to make comparisons with their own lives and to understand the feelings engendered in people at that period. Pupils make good links between cause and effect and know that lack of imported foodstuffs created the need for rationing.

146. In the one history lesson seen about Ancient Egypt, a good range of reference books enabled pupils to develop research skills. The teacher had provided appropriate artefacts such as a papyrus boat and replicas of Egyptian icons. This enabled pupils to handle materials and informed their understanding. Pupils spoke confidently about their work and used books and illustrations effectively to illustrate their writing.

147. Co-ordination of the subject is sound. The history co-ordinator has good subject knowledge and gives effective support to colleagues. A suitable long-term plan ensures that pupils receive a varied curriculum and that skills and knowledge are learnt in a systematic way. Assessment strategies are informal. There is no whole school procedure to record the attainment and progress made by pupils. Resources to support the history curriculum are extensive. Tape-recorders, digital camera and video are used to record evidence. Satisfactory use is made of information and communication technology through the use of CD-ROMs, a simulated adventure program and work on the Internet.

MUSIC

148. Standards are above those normally seen for pupils aged 7 and well above for those aged 11. This is an improvement on the findings of the previous inspection for Key Stage 2 and good standards have been maintained in Key Stage 1.

149. By the time they are 7, pupils sing well and can clap a steady beat and follow a conductor with good concentration so that they sing and play together well in unison. They listen attentively to recorded music and choose instruments to create their own effects. Younger pupils gain valuable skills in playing percussion instruments correctly, because of good teaching, and older ones use these skills well to make their own music. Pupils have a clear understanding of how music can be recorded in a variety of ways so that other people can reproduce it. Younger infants follow simple pictorial scores which represent rhythms, for example, when a long note (frog) is followed by two short ones (tad/pole). Older infants begin to follow traditional scores and know about crotchets and quavers. Throughout the school, pupils listen well to a variety of classical and popular music.

150. By the time they are 11, pupils sing very well, especially in assemblies. They perform a wide range of songs, some with tricky rhythms and expressive actions which reflect the mood of the words. In hymns, pupils sing sensitively in response to the theme, varying the dynamics accordingly. This was very effective as they sang both sad and joyous songs for Easter. As a school, pupils sing songs confidently in two parts, listening well to one another and following the conductor carefully. In lessons, pupils sing, clap and play complex rhythms and use traditional notation to record their own compositions. They work effectively in groups to compose tunes,

which they refine critically and perform confidently on tuned percussion instruments and electronic keyboards. Recorder playing is very good. Younger juniors play accurately and with verve. Their techniques are secure, because of rigorous teaching, and pupils follow the melody line of simple traditional scores well. Older juniors perform very well on a range of recorders to create a lovely tapestry of sounds. Their playing is rhythmical and lovely to hear. A good number of pupils play stringed and woodwind instruments, taught by visiting teachers. The school choir is very popular and pupils take part in concerts and competitions. This extends their musical experiences and helps them to gain an increasingly sophisticated sense of performance.

151. Pupils' attitudes to music are very good. They are keen to sing in lessons, assemblies and the choir. They appreciate opportunities to work collaboratively and enjoy making music together. Pupils with special educational needs gain success in a subject where they can express themselves in a different way. Pupils who play musical instruments show commitment when they practise at home so that they can take part effectively in small ensembles and the school orchestra. Younger junior pupils benefit from the enthusiasm of an infant teacher who teaches them in a lunchtime club. In another club, the co-ordinator teaches more advanced players. Pupils gain valuable practice and experience from these extra-curricular activities. Music contributes very well to pupils' personal development and supports their other learning. Literary skills are developed well as pupils build up good levels of musical vocabulary such as 'ostinato' and 'pulse'.

152. Lessons are taught by the school's co-ordinator for music. Teaching during the inspection was good, with some very good features. The teacher has secure subject knowledge which ensures that pupils are taught in a systematic and progressive way so that they build securely on what they already know. Lessons include opportunities for pupils to experience a wide range of musical activities. Good listening skills are promoted very well as a prerequisite for learning new songs. The teacher models good singing by performing the songs line by line, ensuring that the pupils follow her lead accurately. In this way, pupils develop a very good sense of pitch and recognise the need to listen well. The teaching of musical composition is good and pupils are introduced to increasing complex musical rhythms and terms as they grow older. Pupils are managed well so that they make good progress in lessons.

153. There is a concise and well-written policy for music which includes the school's aims for the subject and its commitment to the inclusion of all pupils in music making. The schemes of work are systematic. They include rigorous plans for teaching and broad opportunities for pupils to enjoy making music as individuals and in groups, both large and small. The school has a satisfactory range of percussion and tuned instruments, including interesting multicultural examples. Visiting musicians bring interest and excitement to the pupils' musical experiences and school concerts provide opportunities for all pupils to perform for their parents and other visitors.

PHYSICAL EDUCATION

154. Standards of attainment are satisfactory at the end of Key Stage 1 and Key Stage 2 and are broadly in line with national expectations. This is a similar standard to that identified at the time of the last inspection.

155. At Key Stage 1 younger pupils explore various body shapes and demonstrate good skills of balance, for example, using their knee or elbow. They can balance using their bodies creatively, move and respond to music used as a stimulus for a lesson. Pupils are aware of

space and use it effectively. When learning dance pupils are able to walk, turn, leap and land with reasonable fluidity of movement, in time with the music. Pupils know about the need for warming up and cooling down after exercise. They set out the mats and other apparatus in the hall carefully and dependably. Pupils showed sound awareness of the use of space. Pupils who lack confidence in this area begin to overcome difficulties with sensitive support by the teacher. Pupils respond well to the music and work with energy and enthusiasm.

156. At Key Stage 2 pupils show an increasing understanding and appreciation of the value of physical activity. They relate their learning in science about their bodies to their understanding of physical exertion. All pupils demonstrate well-controlled movement and make good use of space. Many pupils are able to show well controlled sequences in movement that indicate thought and planning that are based on previous learning. Pupil demonstration indicates good progress with the development of skills and thoughtful interpretation. When giving feedback to one another the majority of pupils comment constructively and with sensitivity about the movement of other individuals and pairs. Their feedback shows a growing awareness of the elements of movement. In Years 3 and 4 pupils attend a weekly swimming session and attain good standards for their age. Almost all pupils are able to swim distances in excess of the 25 metres. Pupils are quite confident in the pool and can use a variety of strokes. They understand the principles and skills of safety in the water. The provision of teaching and adult support at the swimming pool helps to ensure that all pupils are able to make progress and are kept under close supervision.

157. Learning for all pupils, including those with special educational needs, is good. They understand the rules, the expectations of them and the need for safe practice. Pupils with special educational needs show enthusiasm and a developing level of skill. Pupils show a keen interest in physical education and most work hard to improve performance. Pupils' attitudes are good. They behave well and work effectively, independently or in pairs and groups. Pupils listen carefully and follow the instructions of the teacher.

158. The quality of teaching is good. This is an improvement on the last inspection when the quality of teaching was satisfactory. Teachers have clear expectations of pupils and provide good instructions. The pace of lessons is good. Teachers have good knowledge of their pupils' progress and attainment even though they do not commit this to paper as part of a formal assessment process. Appropriate attention is given to safety issues and effective use is made of available resources. Teachers make good use of the available resources.

159. The co-ordinator has made good use of guidance made available nationally to schools. The subject is well resourced. Most apparatus is stored around the walls in the hall, which pupils manage effectively, by preparing for lessons and putting equipment away efficiently. A number of extra-curricular activities take place. The range of activities is good. Sessions at a local school with sports college status enhance the curriculum and provide the opportunity to join in activities with a larger number of pupils. Pupils enjoy participating in such activities; these include team games and competitive events. School teams successfully participate in local tournaments. Outdoor and adventurous activities are provided during the residential visit to Cober Hill.