

INSPECTION REPORT

NEW EARSWICK VOLUNTARY AIDED PRIMARY SCHOOL

New Earswick, York

LEA area: York

Unique reference number: 121661

Headteacher: Miss C J Farrar

Reporting inspector: Mr M Newell
10638

Dates of inspection: 1st – 4th July 2002

Inspection number: 195158

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Nursery, Infant and Junior

School category: Voluntary Aided

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Hawthorn Terrace
New Earswick
York

Postcode: YO32 4BY

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Appropriate authority: The Governing Body

Name of chair of governors: Mr G Bunce

Date of previous inspection: June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
10638	Martin Newell	Registered inspector	Equal opportunities English as an additional language Information and communication technology Art and design	The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
31729	Bernard Harrington	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?
20301	Peter Isherwood	Team inspector	Special educational needs Science Religious education	
18027	Sheila Mawer	Team inspector	English Geography Music	
20086	David Speakman	Team inspector	Mathematics Design and technology History	
29504	Shirley Herring	Team inspector	Foundation Stage Physical education	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

The school is situated in the village of New Earswick, about 3 miles from the city centre of York. Although the school is voluntary aided it is not aligned to any particular religious denomination, but forms part of the Joseph Rowntree Trust. The school provides part –time nursery provision for 32 children, although the number of children in the nursery class and the reception classes varies over the course of the year because admission to the school is staggered over three terms. At present there are currently 294 pupils on roll which makes the school larger than most primary schools. More girls attend the school than boys. Approximately 18% of pupils are eligible for free school meals which is broadly in line with the situation nationally. The current percentage of pupils on the school's register of special educational needs stands at 27% and this is a little higher than the national average. The majority of pupils with special educational needs have learning difficulties. There is also a significant minority who have emotional and behavioural needs. The percentage of pupils with a statement of special educational need is below the national average. There are no pupils that speak English as an additional language. Attainment when children start school is generally below average with a minority well below average in their communication skills.

HOW GOOD THE SCHOOL IS

This is a constantly improving and effective school where standards are rising and a school that has a good number of strengths. The very good leadership of the headteacher has played a significant role in moving the school forward. The pupils benefit from good quality teaching and an exciting range of learning opportunities which do much to ensure that pupils of all abilities make good progress and achieve well. The good quality of teaching is not always matched by equally good attitudes to learning being held by all pupils. This is a very caring and supportive school where good provision is made for pupils with special educational needs. The school has high quality procedures in place for monitoring and improving attendance and good procedures in place for improving behaviour and for assessing and tracking pupils' attainment. Taking all factors into account, the school is providing good value for money.

What the school does well

- Standards are above the nationally expected level in art and design and physical education at the end of Years 2 and 6 and in religious education at the end of Year 6.
- The quality of teaching across the school is good.
- The school provides a good range of learning opportunities which is enhanced through very good extra-curricular activities, a good range of visits and visitors and good provision for pupils' spiritual, moral and social development.
- Good provision is made for pupils with special educational needs.
- Very good procedures are in place for ensuring pupils' welfare and good procedures are in place for assessing and tracking pupils' attainment.
- The leadership and management of the headteacher are very good. She is very well supported by an effective senior management team.

What could be improved

- Pupils' attitudes to learning.
- The role of co-ordinators in monitoring and evaluating teaching and learning.
- The role that some parents play in supporting and enhancing the work of the school.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since the time of the last inspection in June 1997, with improvement accelerating and being very good since the appointment of the present headteacher. Standards and the quality of teaching have improved. In terms of the specific issues that were identified, planning and assessment procedures are now more consistent and of a better standard. The provision made for pupils with special educational needs is now a strength of the school. The headteacher has ensured that school development planning is of a good standard and accurately and clearly identifies the areas that the school needs to tackle to move the school on. The school recognises that there is still work to be done in improving the role of curriculum co-ordinators so that they play a more dynamic and active role in monitoring teaching and learning. Under the very good guidance and leadership of the current headteacher, the school is well placed to continue its process of improvement and development.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	D	E	D	C	well above average A above average B average C below average D well below average E
mathematics	E	E	E	C	
science	E	E	E	D	

The above table shows that at the end of Key Stage 2 in 2001 pupils' attainment was below the national average in English and well below the national average in mathematics and science. When compared to similar schools, on the basis of the proportion of pupils eligible for free school meals, attainment was average in English and mathematics and below average in science. The school's results compared more favourably with similar schools, grouped together on the basis of prior attainment. The inspection findings paint a more positive picture. This is an improving school where standards are rising. The inspection findings show that attainment at the end of Year 6 in English, mathematics and science is at an average level. The school does much to ensure that pupils of all abilities achieve well and make good progress in these subjects. This owes much to the good quality of teaching that is a feature of many lessons. The school sets challenging targets in literacy and numeracy and as standards continue to rise the school is setting increasingly challenging targets for the number of pupils expected to exceed the level expected of 11-year-olds. The trend of improvement over time is broadly in line with the national trend. Attainment by the end of Year 6 is above the nationally expected level in art and design, physical education and religious education. Pupils of all abilities, including those with special educational needs, make good progress and achieve well. Although attainment in information and communication technology is at an expected level overall, in elements of the subject such as word processing and presentational skills, standards are above the expected level. Attainment in design and technology, geography, history and music is at an expected level and all pupils make satisfactory progress. The 2001 National Curriculum tests at the end of Key Stage 1 showed pupils' attainment to be below the national average in reading, writing and mathematics. When compared to similar

schools attainment was average. Inspection findings show attainment in mathematics and science to be at an average level and below average in English. Pupils of all abilities make good progress, but the staggered intake of pupils over three terms means that some children only spend a term in the reception class. Given the fact that some children have poor communication skills when they start school, the impact of this staggered intake impacts more adversely in English than in mathematics and science. Inspection findings show that attainment in art and design and physical education is above the expected level by the end of Year 2. Pupils of all abilities make good progress in these subjects. As at the end of Year 6 attainment in information and communication technology is at an expected level, but there are aspects of the subject where pupils attain above the nationally expected level and make good progress in their acquisition of skills and knowledge. Attainment in design and technology, geography, history, music, and religious education are at an expected level and all pupils make satisfactory progress in these subjects.

There is a broad range of attainment when children start school with attainment overall being below average. A minority of children start school with poor language and communication skills. The children benefit from good quality teaching overall in both the nursery and the reception classes, although the limited time some children spend in the reception class depresses the standards that are achieved. Children of all abilities make good progress in their personal and social development, mathematical development, knowledge and understanding of the world and in their physical development. Progress in communication, language and literacy and in creative development is satisfactory. Inspection evidence shows that by the time that pupils start in Year 1, attainment overall remains well below average in communication, language and literacy. Attainment in children’s mathematical development, personal, social and emotional development and creative development is below average. Attainment in knowledge and understanding of the world and physical development is at an expected level.

PUPILS’ ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Satisfactory. Most pupils have positive attitudes to school, but a significant minority show an indifference to learning, despite the good quality of teaching. This has an adverse impact on the quality of the learning environment in some lessons.
Behaviour, in and out of classrooms	Satisfactory. Most pupils behave well, but there are a minority of pupils who do not consistently behave in an appropriate manner either in the classroom or in the playground. This is reflected in the high number of pupil exclusions for inappropriate behaviour.
Personal development and relationships	Relationships are satisfactory but too few pupils take a great enough initiative or responsibility for their own learning.
Attendance	Attendance is just above the national average. The school promotes the importance of good attendance very effectively.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	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 across the school enabling pupils to achieve well in relation to their ability. The good and at times very good quality of teaching is not always matched by a positive attitude to learning by a significant minority of pupils. This prevents learning from being

even stronger. Teaching in the Foundation Stage is usually of a good standard, with teaching of communication, language and literacy skills being of a satisfactory standard. Plenty of opportunities are provided for children to learn through first hand experiences and activities and this adds much to children's learning and provides a sense of fun and enjoyment. Teachers and support staff know the needs of young children well. There are occasions when language activities do not have a specific enough learning focus to help develop specific literacy skills, and this particularly impacts on the learning of the children who only spend one term in the reception class. In Key Stages 1 and 2 the school has effectively introduced the National Literacy and Numeracy Strategies. English and mathematics are taught well across the school, as is science, where pupils are provided with many opportunities to learn through investigative activities. Teaching is good across the school in art and design, information and communication technology, music, physical education and religious education. Teachers' good subject knowledge together with an enthusiastic teaching style does much to advance pupils' learning in these subjects. Teaching for pupils with special educational needs is good and is enhanced by the important contribution made by support staff. Higher attaining pupils are usually taught well. The management of pupils is satisfactory, but there are occasions when the school's behaviour policy is not consistently applied and this impacts negatively on the pace of the lesson because too much time is spent on dealing with inappropriate behaviour rather than imparting skills and knowledge.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school provides a broad and well-balanced curriculum which is enhanced by a good range of visits and visitors and a very good range of extra- curricular clubs and activities.
Provision for pupils with special educational needs	Good. Pupils are well supported and benefit from good quality teaching and individual education plans. These factors ensure that pupils make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good provision is made for pupils' spiritual, moral and social development and satisfactory provision for their cultural development. This overall good quality of provision impacts positively on pupils' personal development.
How well the school cares for its pupils	Good. This is a very caring and supportive school. Very good procedures are in place for improving attendance. Good procedures are in place to monitor and improve behaviour and to assess and track the academic progress of all pupils.
How well the school works in partnership with parents.	Satisfactory. Many parents recognise and value the work of the school. However despite the best efforts of the school to forge a strong and effective working partnership with parents, there are a minority of parents who are not actively supportive of the work of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The leadership of the headteacher is very good and she has played a significant and pivotal role in improving the school. She has a very good grasp of the school's strengths and weaknesses and is very well supported by an effective senior management team.
How well the governors fulfil their responsibilities	Satisfactory. Governors fulfil their statutory duties in a satisfactory manner, but not enough governors take a great enough responsibility for the quality of education that the school provides.
The school's evaluation of its performance	Satisfactory. The headteacher and senior management team have played an effective role in helping to raise standards by the monitoring of teaching and learning and by the analysis of test and assessment data to set areas and targets for improvement. Curriculum co-ordinators do not play a rigorous enough role in this process in order to help raise standards further.
The strategic use of resources	Very good. Very good use is made of all available resources and grants to enhance pupils' learning. Financial planning is of a high standard and the school applies the principles of best value very well when purchasing goods or services. The school provides good value for money.
Staffing, accommodation and learning resources.	Accommodation is good, and staffing levels are satisfactory. Learning resources are very good for information and communication technology, good for English, art and design, design and technology, music and physical education and satisfactory in other subjects. Resources are used well to enhance pupils' learning.

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 fact that their child enjoys school. • The good quality of teaching and progress that children make. • The approachability of the school. • The expectations that the school sets. • How the school helps children to become mature and responsible. 	<ul style="list-style-type: none"> • The standard of behaviour. • The amount of homework. • The working partnership between the school and parents • How the school is led and managed. • The range of activities provided outside of lessons.

Most parents have positive views of the school and appreciate the good quality of education that the school works hard to achieve. In the areas that some parents would like to see improved, although the standard of behaviour is satisfactory overall, there are a small minority of pupils who behave in an inappropriate manner. Parents are right in their perception that behaviour is not consistently of a good standard. Despite the best efforts of the school there is still work to be done in forging a stronger partnership between some parents and the school to have a more positive impact on children's learning and the work of the school. The amount of homework that is set is similar to that found in the majority of primary schools and is therefore judged to be satisfactory. The quality of leadership and management provided by the headteacher is very good and she is very well supported by key members of staff. Some governors need to take a greater responsibility for the quality of education that the school provides. The range and quality of activities provided outside of lessons are much better than found in the majority of primary schools.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The children's attainment generally when they start school spans the full ability range but overall is below average with a minority of children starting school with poor language and communication skills. The present cohort of children in the reception class started school with well below average attainment levels. During their time in the Foundation Stage children of all abilities make good progress in their personal and social development, mathematical development, knowledge and understanding of the world and in their physical development. Progress in communication, language and literacy and in creative development is satisfactory. The school operates a system of three separate intakes each year and this system of staggered admissions results in some children having less than a year in the reception class, and those children with a summer birthday have only a term. School assessments and inspection evidence show that this has a detrimental effect on younger children who achieve less well, particularly in communication, language and literacy. By the time they leave reception most children have achieved the nationally recommended Early Learning Goals in physical development and in knowledge and understanding of the world. Standards in personal, social and emotional development, mathematical development and creative development are currently below average. The number of children currently achieving the Early Learning Goals in communication, language and literacy is well below average. This is because only 2 children had a full year in the reception class and the fact that specific literacy skills are not always taught in a systematic or rigorous enough manner.
2. By the end of Year 2, on the basis of the 2001 end of Key Stage 1 National Curriculum test results, pupils' attainment is below the national average in reading, writing and mathematics. When the school's results are compared to similar schools, standards are at an average level. Teacher assessments in science in 2001 showed attainment to be above the national average. Inspection findings indicate that standards in mathematics and science are at an average level and although standards in English are improving they are below average. The difference in pupils' attainment between English and other subjects can be explained by the variable amount of time pupils spend in the reception class which impacts on standards by the end of Year 2. Differences in attainment in science between teacher assessments and inspection findings can be explained by generous teacher assessments, particularly in the percentage of pupils exceeding the level expected of 7-year-olds. Pupils of all abilities, including those with special educational needs are making good progress and achieving well as a result of the good quality of teaching in these subjects.
3. By the end of Year 2 standards in speaking and listening, reading and writing are improving at a good rate but are currently below average. In spite of the best efforts of teachers a small number of pupils do not listen attentively enough to the contributions of their classmates or to the teachers. The school is aware of these shortcomings and continues to address the situation through emphasising the importance of attentive listening in discussions, assemblies and circle time. Through such opportunities and through teachers' effective questioning pupils are encouraged to explain their views and opinions or talk about their own experiences. The weakness is that pupils have a limited vocabulary and there is little detail in their responses. Reading skills are taught well and this enables pupils to make good progress in their reading. However, given the low starting point of many pupils, reading standards are below average by the end of Year 2. Although the higher attaining pupils read with fluency and expression too few other pupils are able to do this. Pupils of all abilities are using a range of well taught strategies to help

them tackle unfamiliar words or phrases but only the higher attaining pupils show a good understanding of the text that they have read. Standards in writing are below average, although they continue to improve at a good rate and pupils of all abilities are making good progress. By the end of Year 2, most pupils form their letters correctly and at least a third are beginning to join their handwriting legibly to a good standard. Most pupils produce a good range of writing but only the vocabulary used by the higher attaining pupils is vibrant or imaginative, with many pupils not always using appropriate grammar or punctuation.

4. Inspection findings show that attainment in mathematics and science is at an average level. Pupils of all abilities, including those with special educational needs are making good progress and achieving well as a result of the good quality of teaching. By the end of Year 2, pupils have a sound knowledge and understanding of all aspects of mathematics. Pupils' numeracy skills are developing well with the great majority of pupils having a quick and accurate recall of simple multiplication bonds. Pupils' knowledge of shape, space and measures and collection and interpretation of data is satisfactory. The area that is not as secure is in pupils' initial understanding of word problems and their confidence in deciding which strategies to use to solve the problems. In science by the end of Year 2, pupils carry out investigations well. A significant number of pupils understand what a fair test is but not all pupils are able to put forward their own ideas or explain why something has happened, using an appropriate technical vocabulary. Pupils' knowledge and understanding of life processes and living things, materials and their properties and physical processes are satisfactory with pupils showing a good level of understanding of habitats and of the importance of a healthy diet. Pupils are less confident in differentiating between reversible and irreversible changes.
5. By the end of Year 2 pupils' attainment in art and design and physical education is above the nationally expected level and pupils of all abilities, including those with special educational needs are making good progress. In art and design pupils are provided with many opportunities to work with a range of different materials in both two and three-dimensional formats. Pupils are directly taught specific skills which they put to good use in producing finished paintings, observational drawings and models of a good standard. In physical education, many pupils show good levels of co-ordination, are agile, show a good awareness of space and interpret music well in their movement. In addition many pupils are good swimmers with the school providing swimming lessons from Year 1. Standards in information and communication technology are at an expected level overall with attainment in presenting work in different formats and in saving and retrieving work at a higher level. All pupils are making good progress which is helped by the good quality teaching of specific skills, which takes place in the very well equipped computer suite. Standards in religious education are in line with the locally agreed syllabus with the current quality of teaching being good, ensuring that all pupils are currently making good progress. Over time, progress has been at a satisfactory level. Standards in music, design and technology, history and geography are at an expected level with pupils of all abilities making satisfactory progress. Progress in lessons is sometimes good when the quality of teaching is at a good level. This is particularly the case in music.
6. By the end of Year 6, on the basis of the 2001 National Curriculum test results, pupils' attainment in English was below the national average and well below the national average in mathematics and science. When compared to similar schools attainment was average in English and mathematics and below average in science. Inspection findings show that attainment in English, mathematics and science is at an average level. This represents a significant improvement over the results of 2001 and indeed since the time of the last inspection. This is due to the good quality of teaching, the rigorous monitoring of teaching and learning instigated by the headteacher and the data analysis and target setting that again has been put in place by the headteacher. Pupils of

all abilities, including those with special educational needs, make good progress and achieve well. There is no significant difference in attainment between boys and girls that cannot be explained by natural ability differences. Inspection evidence indicates that standards are set to continue to rise. The school sets itself sufficiently challenging targets in literacy and numeracy with increasingly challenging targets being set for the number of pupils expected to exceed the level expected of 11-year-olds.

7. By the end of Year 6 pupils' speaking and listening skills are at an average level. Most pupils listen attentively but there is a small but vociferous number of pupils that do not pay enough attention and who do not adequately value the contributions of their classmates. This is despite the best efforts of the teaching. Many opportunities continue to be provided for pupils to develop their speaking and listening skills, which include discussions, debates and role-play. Most pupils speak confidently and skilful questioning by teachers encourages pupils to use an appropriate and at times adventurous vocabulary. Pupils make good progress in Key Stage 2 in acquiring reading skills. This is because the necessary skills are taught in a rigorous and systematic manner. Many pupils are confident and fluent readers with the higher attainers reading with a good level of expression and understanding. Pupils have a good range of strategies to deal with more complex words and texts. The lower attaining pupils are a little more hesitant in their reading and although the higher attaining pupils are able to scan and skim text well, they are not always as confident when reading for inference. Standards in writing are at an average level and pupils make good progress as they move through the key stage. By the end of Year 6 pupils write for a good range of audiences and purposes. The content is usually interesting and most pupils have a good understanding of grammar, punctuation and comprehension. The higher attaining pupils produce well structured writing and use complex sentences, which are well-organised into paragraphs. The area for development is to further improve the quality of extended writing, as there is still a tendency in pupils' writing to tail off after a lively and attention grabbing opening. Most pupils present their work well, with clear, fluent and joined handwriting.
8. Pupils' attainment in mathematics and science is at an average level by the end of Year 6. Pupils calculate, using all four operations with numbers to two decimal places and they apply these skills well when solving problems. A strong feature in pupils' learning is their ability to use and apply their number skills effectively. Pupils have a satisfactory understanding of shape and angle. Pupils handle data satisfactorily, analysing data into groups, and then drawing appropriate bar charts, pie charts and line graphs. They have secure skills with angle, estimating angles and drawing them to the nearest degree. Throughout Key Stage 2 pupils build on the scientific knowledge they have acquired in Key Stage 1 well and standards in all areas of the science curriculum are satisfactory. Pupils carry out investigations confidently but at times these are too teacher directed and there are not enough opportunities for pupils to initiate their own investigations. In work on living things pupils understand the functions of the major organs of the body including the heart and lungs. They classify according to type, for example vertebrates and invertebrates. The majority of pupils show good understanding of separating materials by dissolving and filtration and generally have a secure understanding of physical processes, although they are not as confident in using an appropriate scientific vocabulary to explain their work or to make generalisations.
9. By the end of Year 6 standards in art and design and physical education are above the nationally expected level. The good quality of teaching ensures that all pupils make good progress and achieve well. In art and design specific artistic skills continue to be taught in an effective manner. Pupils produce good pieces of work in the style of differing artists and use a good range of different techniques in paint, pastels and in three-dimensional which show good levels of artistic ability and imagination. In physical education the pupils benefit from good quality teaching which places much emphasis on the direct teaching of

skills, enabling pupils to develop their techniques and performance well. Pupils show a good understanding of the benefits of exercise and its effect on the body. They demonstrate a good level of skills with bat and ball in cricket and rounders lessons, and their success in football tournaments reflects the high standards achieved in these sports. Swimming standards are well above average with the better swimmers achieving advanced awards for life saving, distance swims and water skills. Standards in religious education are above the expectations of the locally agreed syllabus. Pupils, including those with special educational needs, make good progress and achieve well. Good quality teaching helps pupils to gain a good understanding of the religions they have studied, which include many world religions in addition to Christianity. Pupils have gained a good understanding of the use of religious symbols, for example the cross in Christianity and the 'Star of David' in Judaism. Standards in information and communication technology are at an expected level with elements of the subject such as word processing and presenting data in different formats such as PowerPoint of a good standard. Pupils are currently making good progress. Standards in music are at an expected level with pupils making satisfactory and at times good progress within lessons, particularly with the teaching provided by the specialist music skills teacher. Pupils achieve well in this subject given their prior attainment. Standards in design and technology, geography and history are at an expected level with pupils of all abilities making satisfactory progress.

10. The school makes good provision for pupils with special educational needs. Support is well targeted to where the need is greatest and this helps to ensure that pupils make similar progress to their classmates. Support staff make a valuable contribution to how well pupils learn and achieve. Individual education plans are of a good standard and in most instances good use is made of the plans to inform teachers' planning which in turn impacts positively on how well pupils learn. The provision that is made for pupils with special educational needs enables pupils to take a full and inclusive part in all aspects of the curriculum and in the life of the school as a community.
11. This is a school that is committed to improving standards. The school sets itself appropriately challenging targets in literacy and numeracy and the headteacher shows a steely determination to reach and where possible exceed the targets. Under her leadership, the school has a very good grasp of the areas that it needs to tackle to further improve the quality of education that it provides. The school rightly recognises the need to further improve pupils' attitudes to learning. An improvement in this area together with the good quality of teaching that is a feature of many lessons could form a powerful combination to help raise standards further.

Pupils' attitudes, values and personal development

12. Overall pupils' attitudes to learning, including pupils with special educational needs, are satisfactory. Parents agree that children like school. During lessons most pupils willingly answer questions but there are occasions when teachers have to work very hard to encourage their response. Although there are some pupils who are keen to contribute their own suggestions and ideas there are a number who remain quiet and unresponsive and others who do not respect or value the contributions of their classmates. Even when teaching is good and very good their desire to learn is not always at a high level. Although many pupils are enthusiastic and interested in their learning and are keen to do well, some pupils are less enthusiastic or lack a sense of urgency. They rely heavily on adult help and support rather than taking initiative and responsibility for their own learning. This has an adverse impact on how well they learn. Attitudes are not as strong at the present time as identified at the time of the last inspection. A contributory factor to this is that the intake of pupils is different to that at the time of the last inspection with a greater

number of pupils and parents now having less positive attitudes to school and to learning.

13. Most pupils are able to concentrate appropriately on their work, although there are some whose attention spans are more limited. The school is addressing the issue by placing a higher level of expectation on the amount of time that pupils are expected to finish a piece of work in and the quality and quantity of work that pupils are expected to complete in a lesson. When children start school there is a significant minority that have poor communication skills and have difficulty concentrating on varying activities for an appropriate length of time. Staff in the Foundation Stage work hard to establish good routines with high expectations of good behaviour and achievement which are recognised and celebrated. As children move through this stage of their educational lives they increasingly settle quickly into the routines of the school day, but there are still a number of children that find difficulty in concentrating and behaving well over the course of the day.
14. Behaviour is satisfactory. Whilst the majority of parents feel behaviour to be good, a significant minority of parents feel less happy with behaviour. Most pupils respond well to the implementation of the school's behaviour policy and the good system of reward and celebration of success, when they are consistently applied. Most pupils know the difference between right and wrong and most pupils have a clear understanding of the impact of their actions on others through the school's good provision for personal and social education. Most pupils show respect for the feelings of one another and for their teachers, and they take care of property and the school environment. There are however a number of pupils who behave in an unsatisfactory manner and who disrupt the learning and play of others. Whilst no incidences of bullying or oppressive behaviour were observed during the inspection, there were isolated incidences of teasing of classmates both in the classroom and in the playground. The school ensures that such incidents are dealt with in a fair but firm manner. Discussions with the pupils showed that they feel absolutely secure in the fact that should there be any instances of bullying they would be dealt with immediately and the perpetrators dealt with in an appropriate manner. There have been 9 exclusions over the last 12 months for unacceptable behaviour. Exclusions only take place after a well structured series of sanctions and warnings have been worked through and parents are kept fully involved every step of the way.
15. Pupils' personal development is generally unsatisfactory. Although a few older pupils act as buddies to younger pupils in the computer suite at lunchtime, and help children in the Foundation Stage, a significant minority of pupils do not take easily to accepting responsibility. The school is increasingly examining a range of tasks and duties that pupils can undertake to help the smooth running of the school. Pupils are reluctant to take initiative for their own learning or to undertake personal study and research without being prompted. Pupils are not actively enough involved in setting their own targets for improvement. Whilst there are some examples of pupils taking the initiative in helping to raise money for deserving causes, there are not enough opportunities for pupils to contribute to the life of the school as a community. The school has already identified the need to improve pupils' personal development and attitudes and it is a high priority on the School Development Plan. This is an appropriate priority as improvements in this area of school life when combined with the good quality of teaching that is a strong feature of the school could have a major impact on improving learning and standards in the school still further.
16. Relationships are on the whole satisfactory, and parents believe that the school is helping their children to become mature and responsible. Pupils with special educational needs are well integrated into all activities. Pupils are aware of the school's commitment to the inclusion of everyone. Teaching and non-teaching staff show high levels of

commitment to helping to create a very secure and effective learning environment where the individuality of all pupils is recognised and celebrated. All the staff work hard to develop positive relationships with the pupils and the majority of pupils respond well to the pastoral care and guidance offered by the staff. However a small number of pupils show unsatisfactory levels of respect to teaching and non-teaching staff and do not respect the contributions of their classmates. This has a negative impact on the learning environment and ethos in some lessons.

17. Attendance is just above the national average. This level of attendance has been maintained over a number of years and the figures for the current year indicate a continuation of this trend. The rate of unauthorised absence for the last year was 0.8% which is above the national average. However, as a result of increased monitoring of attendance and "first-day" contact with parents and letters of explanation being sent to those parents who plan family holidays in term time, the unauthorised absence rate for the current year has been reduced to half its previous level.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

18. Teaching is good across the school. During the week of inspection teaching was good or better in over seven out of ten lessons and very good in nearly a fifth of lessons. No unsatisfactory teaching was observed. Teaching is good in English, mathematics and science across the school. Teaching in the Foundation Stage is good overall with teaching stronger in some areas of learning than others. Teaching is currently good in art and design, information and communication technology, religious education, music and physical education although this has not been consistently the case over time in all these subjects. Teaching in design and technology, geography and history is satisfactory. The overall good quality of teaching that is now embedded in school practice ensures that pupils of all abilities, including the higher attaining pupils and pupils with special educational needs, make at least satisfactory and in many instances good progress and enables all pupils to achieve well in relation to their ability. Despite the best efforts of the teachers the attitudes of the pupils do not consistently match the good quality of the teaching and there are occasions when learning and progress would be even stronger if pupils took a greater responsibility and initiative for their own learning. However, the quality of teaching has improved since the time of the last inspection, with a higher incidence of good and very good teaching. All teachers show a readiness to reflect critically on how they teach and this indicates that the school is well placed to continue to improve.
19. The quality of teaching in both the nursery and the reception class is of a good standard overall with the teaching of communication, language and literacy and children's creative development being of a satisfactory standard. All staff who work in the Foundation Stage work well together and have a good understanding of the needs of young children. Opportunities are provided for children to learn through open-ended and practical activities as well as more adult led and structured activities. Where teaching is at its best the activities that are provided have a specific learning focus and children of all abilities are set challenging targets. The support staff, students and parent helpers make an important contribution to the quality of children's learning. The staggered intake of children means that some children spend as little as a term in the reception class before moving onto Year 1. Whilst the National Literacy and Numeracy Strategies are followed in the reception class some of the group activities in the literacy lessons do not have a specific enough literary focus. Activities for group work in numeracy are more effective and children's learning is pushed on at a faster rate. In the nursery class planning does not consistently take sufficient account of the elements of the national strategies for literacy and numeracy for children who are of reception class age and so the recording

of children's work in literacy and numeracy, is less marked. Children with special educational needs are identified early and the good level of individual support from teachers and nursery nurses enables them to make good progress. Despite the problems caused by the three-term intake all staff work hard to ensure that children get a good start to their educational lives at the school.

20. The school has introduced the National Literacy Strategy in an effective manner and this is impacting positively on helping to raise standards. Teachers make every effort to ensure that the shared text in lessons is chosen well to motivate and enthuse the pupils, although at times a small number of pupils show a less than enthusiastic response. What is to be learned within a lesson is shared with the pupils to attempt to encourage pupils to take a greater responsibility and participation in their own learning. The teachers also use the concluding part of the lesson very successfully to reinforce learning by using examples of pupils' work to question them further and assess their understanding. Reading and writing skills are directly taught in a systematic and rigorous manner. This, linked to the wide range of literature that is introduced to pupils and a wide range of writing opportunities, adds much to the quality of pupils' learning and to the good progress that all pupils make. The school recognises the fact that not all pupils listen attentively or consistently value the contribution of their classmates. With this in mind teachers provide a range of discussions, debates and role play activities which are specifically designed to develop and enhance pupils' speaking as well as their listening skills. The pace of lessons is usually good but there are occasions when time deadlines are not set and for the less committed and focused pupils this leads to a loss of concentration which sometimes mars the learning environment.
21. The National Numeracy Strategy has been introduced in an equally effective manner and has made an equally important contribution to the raising of standards in mathematics. Teaching across the school in mathematics is good. All teachers make good use of mental activities at the beginning of lessons to extend pupils' mental agility. Teachers have good subject knowledge, which they use well to deal with any misconceptions and to set suitably challenging tasks. The content of the lesson is shared with the pupils and the activities that are planned are carefully matched to the learning objectives. Teaching ensures that pupils are encouraged to explore a range of different strategies to solve mathematical problems, with teachers recognising that such tasks may need further clarification or guidance because not all pupils are confident in transferring their mathematical knowledge and skills when solving more complex word problems. Teachers mostly move pupils on at a brisk pace whilst ensuring that they are capable of taking the next steps in learning, but some lessons are conducted at a slower pace and some pupils quickly lose concentration and distract classmates. The teaching of science is good across the school and this has a direct influence on the good achievement made by all pupils. A good emphasis is placed on pupils learning through investigations and practical tasks as well as the development of scientific knowledge. Occasionally opportunities are missed to really extend pupils' learning by providing pupils with the chance to instigate their own investigations. Teaching is at its best when pupils are expected to think things through for themselves and are expected to put their knowledge to the test by making accurate predictions or in explaining why things happen as they do. Teachers stress the importance of using correct scientific vocabulary but not all pupils do this in an appropriate manner.
22. Teaching in information and communication technology is good at both key stages. Pupils are directly taught a good range of skills in the computer suite. They are then provided with sufficient opportunities to put these skills to the test in relevant and meaningful tasks, whether it be presenting findings and data in a range of formats, putting together PowerPoint presentations in subjects such as history, merging text and pictures to produce attractive articles for newspapers or magazines or simply drafting

and editing their writing. Teachers support pupils well without being over directive. On the whole good use is made of computers to support and enhance pupils' learning in other areas of the curriculum such as English, mathematics, science, history and music. There are some good examples in science, geography, and religious education where opportunities are seized upon to develop and enhance pupils' literacy and numeracy skills. Where this happens it advances pupils' learning quite considerably. There are other occasions however when such opportunities are not capitalised on and a chance to further advance pupils' learning is missed.

23. Teaching is currently of a good standard in both key stages in art and design, religious education, music and physical education. In art and design teaching provides pupils with the opportunity to work with a wide range of materials and tools and a good emphasis is placed on the systematic development and building upon of specific skills and techniques. Creativity and imagination are nurtured alongside artistic skills and knowledge. In religious education teachers make very good use of artefacts and outside speakers and visitors to help bring an added dimension to pupils' learning and to help bring the subject to life. Teaching is good in physical education across the school because the good emphasis placed on the direct teaching of skills enables pupils to develop their techniques and performance well. Teachers have a good subject knowledge which results in pupils being provided with good coaching tips which immediately improve their level of performance. In music pupils are provided with opportunities to appraise, compose and perform. Teaching is at its best when pupils are given direct instruction as to how to improve for example singing or compositional techniques. The specialist music teacher who visits the school adds much to the quality of pupils' learning. The good quality of teaching in all these subjects results in pupils currently making good progress and achieving well. Teaching in design and technology, history and geography is satisfactory which results in pupils in both key stages making satisfactory progress as they move through the school.
24. The quality of teaching for pupils with special educational needs is good. There are good quality individual education plans. Most targets are clear and measurable, for example using 'ed' endings on regular verbs. Occasionally the targets are too general, particularly in the area of behavioural need and as a result it is sometimes more difficult to measure progress. The individual education plans are linked particularly well to the English and mathematics aspects of the National Curriculum. In lessons pupils with special educational needs are effectively supported both by teachers and support assistants who make an important contribution to how well pupils learn. There are however fewer support staff at Key Stage 2 to support pupils with behavioural problems. At times these pupils slow the pace of the lesson and take up valuable teaching time. The special needs co-ordinator provides good quality teaching. In withdrawal sessions pupils receive good support and there is a designated room that provides a good working environment. Very good support is given to pupils with statements of special educational needs. This support ensures that pupils make good progress in their learning. The good teaching and provision that is made for all pupils with special educational needs means that pupils are fully involved in question and answer sessions and that pupils are fully included in all aspects of the curriculum and the life of the school as a community. Teaching for the higher attaining pupils is usually of a good standard with an appropriate level of challenge set and a high level of expectation demanded as to the quantity and quality of work. Only occasionally are tasks set that do not make sufficient demands on the pupils.
25. The quality of relationships is satisfactory. Teachers work hard to create an effective and pleasant learning environment. A minority of pupils do not respond to this and behave in an inappropriate manner. On occasions not all teachers follow the procedures outlined in the school behaviour policy for dealing with such behaviour, for example when pupils call out or shout out the answers. This results in an inordinate amount of time being spent on

behaviour management rather than imparting knowledge or skills. Where teachers are firm and clearly outline what is expected in terms of behaviour as well as the quality and quantity of work, the behaviour in the classroom is of a better standard and pupils are becoming more accustomed to taking responsibility for their own actions and developing a higher level of self-discipline.

26. The school has rightly identified the need for pupils to play a more active part in setting their own targets for improvement and to provide more opportunities for pupils to undertake independent study and research. These initiatives are appropriate if pupils are to take a greater responsibility and initiative for their own learning. Most, not all, pupils respond positively to verbal praise and pointers for improvement and in most instances teachers provide warranted praise or gentle criticism in equal measure. There are some very good examples of the marking of pupils' work being used to outline what pupils need to do to improve or highlighting why a particular piece of work is of a good standard. This very good practice is not as consistent across the school as it could be. A high percentage of parents that responded to the questionnaire sent out before the inspection are rightly happy with the quality of the teaching and the good progress that their child is making. About 20% of parents are less happy with the amount of homework that is set. Inspection findings show that the amount and range of homework that is set is broadly similar to that set in the majority of primary schools and is therefore judged to be satisfactory. Staff turn over during the last two years has however led to some inconsistency in the setting of homework which the school has addressed. There are some good instances, for example in English for some Year 6 pupils where homework is used most effectively to enhance pupils' learning. Not all parents ensure that homework is done and returned to school on time. This has an adverse impact on pupils' learning.

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

27. The quality of the curriculum in the Foundation Stage and in Key Stages 1 and 2 is good and is enhanced by a good range of visits, visitors and extra-curricular activities which enrich and enhance the learning opportunities for pupils outside the formal curriculum. This is an improvement since the last inspection. The school provides a broad and balanced curriculum for pupils of all ages and meets all statutory requirements, including the requirements for the teaching of religious education. Throughout the school the curriculum is supported by effective schemes of work and policies. These are largely based on national guidelines, which have been evaluated and suitably adapted to meet the particular needs of the school, and clearly identify the progression of skills and knowledge which need to be taught. This good documentation together with the attention to detail that the medium term planning now provides ensures that pupils' prior knowledge is being built on and systematically developed. A new overview of the curriculum, to take good account of the needs of mixed age classes, has been agreed and this is to be fully implemented by the start of next term. The good quality of learning opportunities that are provided within both the formal and less formal curriculum help to ensure that pupils of all abilities make good progress as they move through the school.
28. The school has implemented the National Literacy and Numeracy Strategies in an effective manner and these are impacting most positively on pupils' learning and on helping to raise standards. The longer the strategies have been embedded in school practice the greater the impact they are having on teaching and learning and on how well pupils achieve. The curriculum for information and communication technology has been greatly improved with the acquisition of the new computer suite and the new scheme of work, which identifies the progressive teaching of skills, and this has helped to raise

standards in the subject. The good provision for teaching swimming from an early age remains a strength of the school and enables pupils to achieve a high standard.

29. Curriculum provision for pupils in the Foundation Stage is good overall and planning takes account of all six areas of learning for this age group. The curriculum is particularly well designed to extend children's knowledge and understanding of the world through a very good range of first hand experiences in the nursery and the reception classes. However, the school policy, which staggers children's entry to nursery and reception over three terms, depending on their birthday, disadvantages the younger children, particularly those who have summer birthdays. Whilst all pupils have a full year in the nursery, the time spent in the reception class varies from one term to a full year. Consequently, some children do not have full access to the elements of the National Literacy Strategy and National Numeracy Strategy, which are appropriate for the reception class. School assessments and inspection evidence show that this restricts the standards, particularly in communication, language and literacy, achieved by those children who do not have a full year in reception. The school is already seeking to address the issue by examining the possibilities of a two or even single intake of children.
30. The provision that is made for pupils with special educational needs is good. Parents are involved and are encouraged to take a full and active role in their child's progress and education. Individual education plans are of a good standard and contain targets that are both challenging yet achievable and are accurately geared to the individual needs of the pupils. Provision and teaching are at their best when teachers use the plans to accurately provide tasks and activities that match the needs of individuals and the targets that are stated. The documentation that is kept regarding pupils' progress is up to date and well maintained. Good procedures are in place for assessing pupils' needs and for tracking their progress and there is clear evidence that pupils move up the register if their needs merit this but equally important pupils move down the stages or off the register if sufficient progress has been made. The co-ordinator is to move towards a situation where the older pupils are to become more actively involved in setting the targets for individual education plans. This is a good initiative and will help pupils to take a greater responsibility for their own learning. Good procedures are in place to ensure that outside agencies are used in an effective manner where appropriate to support and enhance pupils' learning. The pupils benefit from good quality support from the school's support staff who provide much valuable and valued teaching and support and make an important contribution to the good progress that pupils make. When pupils are withdrawn from lessons to receive additional support, it is part of a well thought out programme based on developing skills which will help pupils make good progress in their learning. The provision that is made for the higher attaining pupils is generally of a good standard and only occasionally are tasks set that are not challenging or demanding enough. The school however does much to promote an equality of opportunity for all its pupils and addresses the question of education inclusion and racial equality in an effective and sensitive manner.
31. The school makes good provision for pupils' personal, social and health education. It is currently an area for further development within the school and is being managed effectively by the co-ordinator who is committed to its success and full implementation. Sex education is taught well through science themes such as 'Ourselves' and 'Healthy Living', while the value of exercise is reinforced in physical education lessons. In Year 6, sex education is covered more formally through specific lessons, with the support of the school nurse. Similarly good provision is made within science lessons to make pupils aware of the dangers of drugs. A very well planned drugs prevention programme is also provided for pupils in Year 6, which includes visits, visitors and drama workshops. 'Circle time' is an important addition to personal and social education. It receives a high priority in the school because of the difficulties some pupils have in aspects of their personal

development. 'Circle time' sessions are well planned and taught and provide good opportunities for pupils to gain important knowledge and understanding of how to become responsible and caring citizens. During the inspection a very worthwhile session was held for pupils in Year 6 in which a visitor from a local Christian charity talked to them about their move to the secondary school. This is one of many occasions when the pupils can freely express their views and opinions and share their hopes and fears together. Pupils' personal development is regularly assessed and recorded and progress is carefully monitored.

32. The provision made for pupils' spiritual, moral, social and cultural development is good overall, with provision for pupils' cultural development satisfactory. This level of provision has been maintained and in some instances improved since the time of the last inspection.
33. Provision for pupils' spiritual development is good. Assemblies provide good, planned opportunities for pupils to gain an awareness of their own beliefs, through stories demonstrating the qualities of helpfulness and kindness of famous people such as St Christopher. Assemblies are enhanced by visits from a Christian group whose lively delivery involves pupils well and emphasises the importance of each and every human being. This gives older pupils confidence as they are about to move to secondary school, as the leader of the group explains how even the youngest pupils are important members of the school community. Pupils also develop an understanding and respect for the beliefs of others in religious education lessons, for example pupils in Year 3 study aspects of Hinduism. Compassion for others is encouraged as pupils discuss the plight of homeless people and decide to make cakes to raise funds to help. In lessons, teachers encourage discussion, and value the contributions made by pupils and this promotes a climate in which pupils gain the confidence to offer their own thoughts and ideas. The headteacher and staff understand their pupils well and are aware when there is a problem. Staff spend a lot of time talking through difficulties with pupils in the caring environment of the school. Pupils are encouraged to develop self-confidence and to feel good about themselves, for example a literacy project invited pupils to promote their own qualities. Prayers are a part of daily life in the school and this gives pupils good opportunities for reflection.
34. Provision for pupils' moral development is good. A clear set of rules, with rewards and consequences, is clearly displayed throughout the school, for example, "Be honest and people will trust you". These are adapted to suit activities in the classroom, corridor and the dining room and are well understood and accepted by the pupils. The consistent application of these rules usually reduces disruption in lessons and improves the quality of learning for all. This was seen in a Year 2 dance lesson when the class code was used effectively to curb the over-exuberance of a few pupils. Having been warned that they had the choice of joining in sensibly or missing part of the performance, they accepted the consequences when they made the wrong decision without further disruption to the lesson. Good behaviour is rewarded through judicious use of praise and through weekly certificates, for example a whole class was awarded a certificate for "Excellent behaviour on a school trip!" Superstar awards for exceptional effort or improvement are much valued by the pupils, and help to motivate pupils. For example one pupil received the award for "Dramatic improvement in attitude." Nevertheless, despite the school's best efforts, a small number of reluctant pupils display unsatisfactory and inappropriate attitudes, although the good procedures in place limit their effect on the vast majority who are eager to learn. Relationships between all members of the school staff are good and they treat their pupils and one other with great respect and courtesy. This provides a good example for pupils to follow and the majority respond well to the high expectations of courtesy and manners.

35. Provision for social development is good overall. Pupils are encouraged to work co-operatively in lessons. For example Year 3 pupils worked well in pairs to design and make their "Litter Munching Monsters" and Year 4 pupils worked together to solve the orienteering clues. The good provision for team sports enables pupils to develop a team spirit successfully. Pupils are given the opportunity to share experiences from an early age when practising together for class assemblies or Christmas productions and older pupils benefit from a residential visit. Pupils are required to take responsibility for their own actions through the school code. They also have responsibilities such as taking the registers to the office and collecting and giving out equipment in class. A good opportunity for pupils to show leadership is through the computer buddy system, where pupils who show aptitude are given additional guidance at lunchtimes so that they can help their classmates in lessons. This is having a good effect in improving the quality of learning in information and communication technology and on developing pupils' self-esteem. Older pupils help the nursery children and also help with small administrative tasks. An area for development is the need to provide more opportunities for pupils to develop independent learning and research skills, and for pupils to contribute more to school life for example through establishing a school council. There are some good opportunities for pupils to contribute to the wider community through organising their own collections for charities. This includes whole school activities such as using the concert collection to support a local hospice as well as classes or groups occasionally taking the initiative, when for example Years 3 and 4 decided to use their Christmas budget to sponsor a Gambian child. The school is seeking to enhance this provision to have a greater impact on helping to improve pupils' personal development.
36. Provision for cultural development is satisfactory overall. There are good opportunities for pupils to explore their own culture through visits to places of interest such as York Minster, Eden Camp and the Railway Museum. Pupils also join with the local community to celebrate the village centenary and visit the restored 1902 house. Pupils' cultural development is promoted through opportunities to participate in musical and artistic experiences such as visiting a Mozart concert or working with visiting artists; for example the support of an inspirational artist enabled the art club to produce a very good three-dimensional display for the entrance hall. Pupils examine a good range of work of different musicians and artists in lessons and assemblies; Year 3 and Year 4 pupils then produce pictures of good quality in the style of Kandinsky. Pupils have the opportunity to develop an understanding of different cultures in geography lessons about India, in religious education lessons about Hinduism and when listening to visitors, such as a group of Norwegian teachers who spent time in classes and also through working alongside Japanese pupils who joined the school for a term. Pupils listen and dance to music from other cultures in lessons. However, planned opportunities for preparing pupils for life in a culturally diverse society are more limited.
37. The school provides a very good range of activities outside lessons which enhances and enriches pupils' learning and brings a further dimension to their educational life. At lunchtimes and on most evenings, Key Stage 2 pupils are able to take part in a wide range of sporting, musical and art activities. During lunchtimes, Key Stage 1 pupils are helped to improve their computer skills through the support of older pupils who have been trained to share their higher skills. Specially funded learning projects provide further extra-curricular activities: Many pupils take part in and enjoy mathematics, English, computer, French, and social skills development activities which are part of an externally funded "Lunchtime Learning" initiative. Older pupils take part in another initiative entitled the "Learning Centre" for which again the school has been successful in obtaining external funds and grants. The activities on offer include, taking part in a school based pantomime, orienteering and mural painting. All the activities on offer provide a very good vehicle for enhancing pupils' personal and social skills and also for improving their academic, musical and sporting prowess. All pupils are taken on educational visits which

provide them with first-hand experiences of the wider community, and each year, older pupils have the opportunity to take part in a residential visit.

38. The school has good links within the community of which it is a focal point. The school is rightly examining further ways of making the community which it serves more aware of the good quality of education it provides. Pupils in all year groups visit museums, theatres and other places of interest. Recent visits to The Friends' Meeting House and St Andrew's Church have supported studies in religious education, and a visit to the Jorvik Centre has enriched pupils' knowledge of the Vikings and of their own local heritage. Visitors to school have worked with pupils in music, dance, drama and art which has developed pupils skills and exposed them to a greater variety of teaching styles. All pupils have the opportunity to take cycle safety training whilst at school. Pupils contribute to charities and members of the local community are invited to school events. Parents are welcome to attend some celebration assemblies. There is a nursery and reception class link project involving the school's nursery class and other local nurseries, which provides support for parents and pupils during transfer to the reception class. Booklets prepared by the Foundation Stage teachers provide parents of new pupils with guidance to help their children to settle quickly and easily. There are formal links with a local Beacon School which provide the school with an additional academic resource. There are very well established routines for the transfer of pupils to those high schools most popular with pupils and their parents. Year 6 pupils normally attend several induction events and bridging units in English, mathematics and science provide pupils with familiar work when they commence their secondary education. The school regularly welcomes teachers in training and provides placements for students undertaking work experience placements.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. This is a very caring and supportive school where the welfare and well-being of all pupils is given much importance. This aspect of school life has improved since the time of the last inspection. The school makes very good provision to ensure the pastoral care and welfare of all pupils.
40. There are very good procedures in place for managing the health, safety and welfare of all pupils. The headteacher has developed a new policy for child protection which is very detailed and of good quality. She is the person nominated to deal with any issues of child protection and has received recent relevant training. The headteacher is supported in this role by the deputy headteacher, the special educational needs co-ordinator, and the designated governor. Risk assessments of the premises are conducted regularly by the headteacher and a representative of the premises committee. These assessments are of a very good quality and provide the governing body with a prioritised list for the removal of any potential hazards. Risk assessments are also carried out to identify risks associated with the residential week at Cober Hill.
41. Good arrangements are in place for pupils with specific medical needs and although pupils with asthma manage their own medication, all teachers and some midday supervisors have received training in the management of asthmatics should that be necessary. The nursery nurse is qualified to administer first aid. First aid boxes are available in classrooms and larger kits are placed at strategic places around the school. Staff are responsible for replenishing stock that they have used and letters are sent home to let parents know if their child has had a head bump or any other accident. The school provides good support and guidance for all pupils. The well-being of pupils is a prominent feature of school life and appropriate support and intervention programmes are targeted where the need is greatest. In addition to pastoral care, support

programmes are in place from school health, behaviour support, learning support, and social services.

42. The procedures for monitoring and improving attendance are very good and have resulted in a significant reduction in unauthorised absence during the last year. The headteacher monitors attendance to check for any pattern of absence of individual pupils. Parents feel very happy with the arrangements whereby the school phones home if the parent has not contacted school about absence. 29 pupils have maintained a 100% attendance record for the current reporting period for which they will receive certificates of achievement. The education welfare officer visits regularly to monitor the attendance of pupils with high levels of unauthorised absence.
43. There are good procedures for monitoring and promoting good behaviour which are based upon assertive discipline principles. The school has over the last 12 months had a high number of pupil exclusions, but these are now declining as the procedures for promoting good behaviour are proving effective, in most instances, in maintaining discipline in classrooms and around the school. There is still however, a little inconsistency in how these procedures are implemented. On occasions this results in inappropriate behaviour not being dealt with in line with the sanctions and rewards that are outlined. The behaviour support service attends the school each week to support pupils who find difficulty in managing their own behaviour. This is an effective initiative which is helping to improve the behaviour of more problematic pupils. The school operates an effective system whereby pupils' good behaviour is rewarded by "Golden Time" where the pupils are given time to take part in structured activities of their own choice in recognition of achieving specific targets or other creditable work. This initiative is much valued by pupils. There is a good range of strategies for monitoring and dealing with incidents of oppressive behaviour. Generally, the headteacher provides successful counselling for pupils who need to express their emotions in an anti-social manner. Class assessment files and "desk notes" contain useful information concerning pupils' personal development which are used to monitor and support pupils, progress.
44. The school's procedures for assessing pupils' academic progress are good overall. Procedures are more developed in English, mathematics and science than in other subjects. In mathematics and English, the use of optional end of year National Curriculum assessment tests gives a clear indication of strengths and identifies areas of concern. Results of on-going reading tests are recorded as pupils move through the school and give a clear indication of standards and progress. Pupils also complete pieces of writing that are assessed against a specific focus, such as spelling or the use of punctuation and the information used effectively to plan the next steps in pupils' learning.
45. In English, mathematics and science, pupils' learning is assessed at the end of each unit of learning, through tests based on the learning objectives for that unit. Teachers record those pupils that failed to achieve the standard, those who did achieve and those pupils who easily achieved the unit and need extension work. This is an effective and useful method of recording and gives an overview of class achievement as well as contributing to pupils' individual records. Teachers record this information in their 'desk notes' where pupils' overall achievement is recorded. This is effective and enables teachers to record assessments, monitor their progress, identify strong and weak areas and provides a secure base for reporting to parents at the end of the academic year. The school is also planning to set up procedures whereby pupils play a more active role in setting their own targets for improvement. This will result in them taking more responsibility for their own learning. 'Desk notes' are also used to record pupils' progress in all other subjects, but teachers' judgements are more informal and they are based on teachers' assessments rather than any standardised tests or procedures. All this information contributes well to

the overall record of pupils' progress. At the end of each school year, 'desk notes' are passed on to the next teacher. This on-going informal assessment is an effective assessment process and supports the good progress that pupils are making.

46. Good procedures are in place for assessing pupils with special educational needs. The school identifies pupils' special needs at an early stage. Teachers consult the special educational needs co-ordinator and set targets for pupils. If the action taken is not successful, an individual education plan is put in place. The special educational needs co-ordinator and class teacher regularly review the plans to ensure that pupils are making progress towards their targets. The school has contact with the educational psychologist, learning and behavioural support services and the hearing impaired service. The school uses the good quality advice and support from these services well to plan programmes for the pupils. Good procedures are in place for assessing children's attainment when they start and move through the Foundation Stage. Good procedures are also in place for assessing children's progress in the Foundation Stage through observation and through specific tasks. Significant details are noted on a daily basis and transferred to children's individual records so that their progress in all areas of learning can be tracked. The information is used well to match work to the needs of the children, for example in planning group activities in mathematics, and this is helping to improve attainment.
47. Satisfactory use is made of the information gained from tests and assessments at Key Stages 1 and 2 to improve curriculum provision and to guide and inform curriculum planning. The information gained is used well to identify those pupils who would benefit from early and additional support. The headteacher analyses the results of national tests and of other tests, administered by the school, to establish realistic and challenging targets for pupils' attainments in English and mathematics by the end of Year 6. The headteacher is seeking to further refine the whole process of data analysis and target setting by taking account of factors such as pupil mobility and any differences in attainment between pupils of the same age in different classes. This is good practice and should help to have a bigger impact on helping to raise standards. The co-ordinators are playing an increasingly active role in this process. The school is seeking to develop school portfolios of moderated and levelled work to provide more guidance for teachers in accurately assessing at which level pupils are working and to know exactly what is needed for pupils to attain at differing levels. Pupils are provided with good educational and personal support and guidance and notes are kept on pupils' personal and social development. This information is used effectively to identify pupils that may need additional personal support and to help teachers write comments on pupils' personal and social development in pupils' annual progress reports.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. Parents' views are generally supportive of the school and its work. At the time of the last inspection more parents were supportive of the work of the school and in supporting and enhancing their child's learning. However, the intake of pupils has changed from the last inspection, with a greater number of pupils and parents showing less positive attitudes to school. With the exception of one or two parents responding to the survey, they all believe that the teaching is good, that their children are making good progress, and that the school expects their children to work hard and achieve their best. Inspection findings support these views. Most parents believe that they are kept well informed about how their children are getting on, and would feel comfortable about approaching the school with questions or a problem. Inspection evidence is again supportive of parents' perceptions. A number of parents would like to see the school work closer with parents. The school has worked hard in this area but recognises that it needs to continue to

examine ways in which the partnership between home and school can be strengthened further to support and enhance pupils' learning. A small number of parents do not agree that the school is well led and managed, and think that their children are not getting the right amount of work to do at home. Inspection findings do not support these assertions. The school is very well led by the headteacher, although there is a need for governors to play a more active role in this process. The amount of homework that is set is similar to that found nationally and is therefore judged to be satisfactory, with some good examples for the older pupils, where homework is used most effectively to support and enhance pupils' learning.

49. The school has satisfactory links with parents who are provided with very good quality information. There is a wide range of formal documents such as the prospectus, the governors' annual report to parents and welcome booklets for both the nursery and the reception classes. These are supported by regular newsletters which keep parents informed of events in the life of the school, and annual reports which inform them of the progress which their children are making. These reports are of a good standard overall with some very good examples. Reports are at their best when they provide a detailed analysis of what pupils can and cannot do and set targets for improvement. The headteacher and her staff make themselves available to parents and carers at the beginning and end of each day so that any concerns that arise may be resolved quickly. Parents are welcome to visit the school at any time and consultation evenings are held twice a year to enable parents and teachers to discuss the progress of individual pupils. Good procedures are in place to keep parents of pupils with special educational needs well informed. The teachers inform parents at an early stage if there are problems with a child's learning. Parents are kept informed about their child's progress. The recently introduced new individual education plans include a section that says what parents can do to help their child. Parents are not directly involved in reviewing individual education plans. They are informed about any changes made to the plans. There are good induction procedures for children in the Foundation Stage. Good information and advice are provided for parents, and parents and children are invited into school in the term before they start. This involves parents from an early stage. Some parents provide valuable additional support in Nursery and Reception on a regular basis.
50. The contribution that parents make to their child's learning is variable. There are many parents who are supportive of the school and who are eager to do what they can to contribute to their child's learning. There is however a small but quite vociferous number of parents who make an unsatisfactory contribution to their children's learning at school and at home, and make no significant impact on the work of the school. A small number of parents contribute to their children's learning by helping in class, and accompanying pupils on trips, but a number of parents do not involve themselves to any great extent in their children's learning, and do not present their children with opinions that demonstrate that the school and learning are valued by society. This has a negative impact on these pupils' attitudes to learning and to school. The school is very keen to address this issue and continues to examine ways in which parents can play a greater role in their child's learning and in supporting the work of the school. The school recently sent out a survey to all parents canvassing their views on the work of the school and what could be done to improve it. There were very few responses. Recent efforts by the school to revive the once-thriving "Parents' Association" have proved unsuccessful, but it is hoped that the current initiative to develop a "Register of Volunteers" will help to bolster the small number of parents and volunteers who help in school regularly. The school makes its premises available for outside organisations to run courses for parents and the local community, and the CYC runs the "Families learning together" course in school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

51. The leadership provided by the headteacher is very good. Since her appointment eighteen months ago, she has worked tirelessly to establish and implement procedures to improve standards, to improve the quality of teaching and to maintain and enhance many other features of school life. Her management of the school is very good and she has an astute grasp of the strengths of the school and the areas that need to be improved further.
52. The systematic and thorough manner in which the headteacher leads the school in order to tackle identified weaknesses is of a good standard. She shows a steely determination to continue to raise standards and the quality of education that the school provides. All of these factors have made a significant and vital contribution to the very good progress that the school has made since her appointment. The headteacher has been successful in moulding together a team of staff that works together well and whose driving desire is to provide a good quality of education for the pupils in their care. The headteacher is supported very well by the deputy headteacher, who has established a strong and effective partnership with the headteacher and shares her vision for school improvement. The school's senior management team also includes the Key Stage 2 co-ordinator who is proving a valuable addition to the team in helping to move the school forward. The headteacher benefits from good support from the school adviser, and a dedicated and committed teaching and non-teaching staff.
53. The headteacher and deputy headteacher meet on a regular basis and these meetings are often extended to include the full senior management team. The focus of these meetings has over time rightly concentrated on discussing strategies and initiatives directly aimed at improving standards, curriculum provision and the quality of teaching. These issues are then fully discussed at full staff meetings where staff are given every opportunity to be fully involved before initiatives become embedded in school practice. Change, and the introduction of new initiatives have by necessity been swift. The high quality of leadership and management of the headteacher, has however ensured that the impact of all initiatives has been carefully monitored and evaluated.
54. The monitoring of teaching and learning in English, mathematics, and to a slightly lesser extent science, has been effective. These procedures have led to an improvement in standards and in the quality of teaching. The headteacher, deputy headteacher and in some instances, subject co-ordinators, have carried out a number of lesson observations, and the culture of monitoring is firmly established in these subjects. This strategy has proved effective because formal feedback is given after every observation and any areas for improvement then form the focus of the next observation. The school has rightly and accurately identified the need to ensure that co-ordinators of all subjects play a more active role in monitoring, supporting and evaluating teaching and learning in their subjects in order to help raise standards further and to give them a good grasp of the quality of provision and the standards that are being achieved. It is equally important that this process is used to disseminate the good practice that is evident in some classes and to tackle any identified weaknesses.
55. The school has made good progress since the time of the last inspection in June 1997, with improvement accelerating and being very good since the appointment of the present headteacher. There have been improvements in the quality of teaching and in the standards that pupils attain. The previous inspection stated the necessity to improve curriculum planning and assessment procedures and the school has been successful in this, particularly since the appointment of the headteacher. The provision made for pupils with special educational needs which was a weakness, is now a strength of the school. School development planning has improved significantly with the headteacher being the driving force behind this improvement. The school recognises that there is still work to be

done in improving the role that co-ordinators play in improving teaching, provision and standards in subjects that they are responsible for. Under the guidance and leadership qualities of the current headteacher, the school is well placed to continue its process of improvement and development.

56. The school provides good opportunities for the professional development of all teaching and non-teaching staff. This has contributed to the improvement of the quality of teaching across the school. The deputy headteacher has put in place good procedures for the process of performance management. The headteacher and deputy ensure that in-service training is closely matched to the needs of the individual as well as meeting the needs of the school. Non-teaching and support staff are given opportunities to attend appropriate in-service training that they then put to very good use either in the classroom or to assist in the smooth and efficient running of the school. The knowledge and skills that teachers have gained on training courses in areas such as literacy, numeracy and information and communication technology have contributed to the improvements in standards and teaching. Good procedures are in place for supporting and inducting teaching and other staff that are new to the school. This means that staff quickly get a grasp of school routines and know precisely what is expected of them. This is helped further by good quality, clear and concise job descriptions, which ensure that everybody is aware of their role in helping to bring to life the school's aims stated in the school prospectus.
57. The management of special educational needs is good. There is a designated special educational needs co-ordinator. She performs the role effectively, meeting fully the recommendations of the Code of Practice for special educational needs. The policy document is being revised to meet the recommendations of the new Code of Practice for special educational needs. The school is in a good position to fully implement the recommendations of the code in September 2002. The co-ordinator ensures that support is targeted to where the need is greatest and makes sure that individual education plans are matched to the individual needs of the pupils. Parents are kept fully informed and involved with their child's progress. The co-ordinator and the headteacher work closely and effectively in managing and providing appropriate support for pupils who present challenging behaviour and who display unsatisfactory attitudes to learning and to school. The school's equal opportunities policy is effective and ensures that pupils are fully involved and included in all aspects of the curriculum and in the life of the school as a community. The school pays appropriate attention to ensuring that all aspects of racial equality are adhered to when and if the need arises, and school curriculum and other policies actively reflect the promotion of racial harmony. Management of the Foundation Stage is satisfactory with the co-ordinator working effectively to ensure that liaison between the nursery and reception classes becomes embedded in school practice to ensure that children move smoothly from one class to the other and that good attention is paid to previous learning.
58. The vehicle for driving the school forward is the good quality School Development Plan. It contains an accurate assessment of the areas of school life that need to be developed, clear and concise success criteria, rigorous monitoring procedures, costings and realistic yet challenging timescales. The great strength is that all the initiatives and priorities in the School Development Plan are directly linked to the impact that they will have on improving teaching, learning and standards. The headteacher is keen to involve as many parties as possible in drawing up the identified priorities. This is to include parents and pupils so that they too can take a greater pride and responsibility in the quality of education that the school provides.
59. The role of the Governing Body is broadly satisfactory but there are areas that are in need of improvement. The governors fulfil their statutory duties in an appropriate manner

and some governors visit the school during the working day. Others support social and other functions organised by the school. Under the leadership of the headteacher the recently instigated committee structure is being used to discuss policies in more detail before they become part of school practice. The headteacher provides very good quality of information for governors that includes a very detailed termly summary of all aspects of school life and a very detailed analysis of test and assessment data and what the impact is on how well pupils are achieving. However at the present time there is too much reliance on the headteacher and staff in setting priorities and monitoring progress towards them. The governors are not active or involved enough in this aspect of school life and consequently do not sufficiently monitor or take a great enough responsibility for the work of the school.

60. Led by the headteacher, the school has put in place appropriate procedures for analysing test and assessment data. The information is being used to identify areas for improvement and to improve the whole process of target setting both on an individual basis and for year groups. Increasingly, the school is starting to use the data to track the progress of pupils of similar ages in different classes and to track the progress of pupils by gender and the progress of those pupils who have not spent their full educational lives in the school. The school is constantly recognising and modifying the whole process of data analysis in order to have the maximum impact on raising standards. The information also enables the school to set challenging targets for literacy and numeracy which it meets and on occasions exceeds.
61. The level of financial planning and strategic use of resources is very good and clearly focuses on providing pupils with good learning opportunities. Spending patterns are linked to educational priorities in the School Development Plan. Longer term financial planning is in place, which takes account of changing pupil numbers. Any major spending decisions on areas such as increased computer resources or additional support staff are evaluated for the impact that they have on raising standards. The day-to-day monitoring and management of the school's expenditure is highly effective, as is the day-to-day administration of the school. This enables the school to work in a smooth and efficient manner. The generation and monitoring of the school's budget enables very good use to be made of specific grants. These funds are appropriately spent and the consistent financial reporting system adopted by the school ensures very good control of the separate budget allocations. Lunchtime learning and the learning centre funds are good examples of the way in which the school is using specific grants to provide additional learning opportunities for pupils. The most recent financial audit found that the "financial procedures in the school are of a high standard and well administered". The school's financial management is very good in applying the principles of best value in the use of the school's resources. The school's bursar is a student on the pilot course of the National College of School Leadership, which leads to a qualification in school management, and has studied the modules on best value and benchmarking. This expertise has been put to very good use with the introduction of a rolling programme of best value monitoring which has resulted in new catering and cleaning services being engaged, and the instigation of a one-year fixed-price agreement with a local stationery supplier. The school has a slightly higher underspend in its budget than is normally recommended. However the money is earmarked for building improvements and should be reduced to a more appropriate level by the end of this financial year. Taking all factors into account, the school is providing good value for money.
62. Accommodation is good. The nursery is housed in a detached building in the grounds and the good, secure play area is used to best advantage to promote children's knowledge and understanding of the world. The large reception class is housed in the main building and is used effectively to provide ongoing opportunities in all areas of learning. The building is spacious and airy with large grassed and hard play areas. The

hall is well used for physical education, assemblies and for serving lunches. There is a new and very well equipped computer suite which has benefited from support funding by a national foodstuff supplier. First floor rooms provide spacious areas for the study of music, the school library, and for small group work. The school is committed to a feasibility study for the development of the school building and grounds, and is involving the community in the consultation stage.

63. The school employs an appropriate number of teaching staff and a good number of support staff. The teaching staff are appropriately qualified to meet the needs of the National Curriculum and there is a good range of teaching experience. The support staff, similarly, are very well qualified to support less able pupils and those with special educational needs and play an important part in helping them to make progress. All staff co-operate well with one another and there is a very good team spirit. This includes all dinner staff, midday supervisors and cleaning and caretaking staff, who all contribute to the life of the school as a community.
64. Learning resources are generally good. The computer suite is a recent development and it contains a very good range of resources, which are well used by staff. Resources for art and design and design and technology are good and the display of pupils' work associated with these subjects is also good. English resources are good but there is a shortage of non-fiction books which restricts opportunities for pupils to carry out research. There is a good range of resources for pupils with special educational needs. The resources for the Foundation Stage are good, particularly the outdoor provision for children in the nursery. Resources for music and physical education are good. Resources for all other subjects are satisfactory.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

65. In order to improve standards and the quality of education that the school provides, the Governing Body, headteacher and staff should:

1. improve pupils' attitudes to learning by :

- ensuring that the school's good quality behaviour policy is consistently implemented and followed;
- consistently providing opportunities for pupils to improve their listening skills and to help them develop a greater respect and value for the contributions, views and opinions of others;
- encouraging pupils to take a greater responsibility and initiative for their own learning;
- providing more opportunities and a greater level of expectation for pupils to organise, be responsible for and take part in activities that would make a valuable contribution to the life of the school as a community;
- providing opportunities for pupils to become more actively involved in setting targets for their own improvement.

(paragraphs 3, 7, 11, 12, 13, 14, 15, 16, 18, 20, 21, 24, 25, 26, 34, 35, 43, 45, 48, 50, 71, 83, 84, 89, 90, 96, 97, 103, 104, 121, 127, 143, 148)

2. improve procedures for the monitoring of teaching and learning in subjects where they are not yet sufficiently in place, in order to have the maximum impact on raising standards, by:

- providing subject co-ordinators with opportunities to monitor, support and evaluate teaching and learning in the subjects that they are responsible for, so that the good practice can be disseminated and any weaknesses tackled;
- the regular and rigorous scrutiny of pupils' work.

(paragraphs 54, 106, 111, 115, 123, 128, 138, 144, 151)

3. seek to further improve the partnership between the home and school by:

- ensuring that the school provides good opportunities, initiatives and channels of communication to make parents fully aware of the good quality of education that the school provides;
- continue to examine ways in which some parents can play a more active and supportive role in supporting and enhancing their child's learning and the work of the school.

(paragraphs 26, 38, 48, 49, 50, 90, 118)

In addition the school should include the following areas for development in the action plan:

- ensure that all governors actively support and taking responsibility for the quality of education that the school provides. *(paragraph 59)*
- evaluate the effectiveness of the staggered intake of children starting at the school. *(paragraphs 1, 19, 29, 67, 68, 74)*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	67
Number of discussions with staff, governors, other adults and pupils	35

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	12	36	19	0	0	0
Percentage	0	18	54	28	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR-Y6
Number of pupils on the school's roll (FTE for part-time pupils)	16	278
Number of full-time pupils known to be eligible for free school meals	0	48

FTE means full-time equivalent.

Special educational needs	Nursery	YR-Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	2	79

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	32

Attendance

Authorised absence	%
School data	5.2

Unauthorised absence	%
School data	0.8

National comparative data	5.6
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	17	24	41

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	12	16
	Girls	21	22	22
	Total	32	34	38
Percentage of pupils at NC level 2 or above	School	78(76)	83(85)	93(94)
	National	84(83)	86(84)	91(90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	17	17
	Girls	22	22	22
	Total	35	39	39
Percentage of pupils at NC level 2 or above	School	85(79)	95(94)	95(85)
	National	85(84)	89(88)	89(88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	32	26	58

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	23	25
	Girls	18	13	20
	Total	37	36	45
Percentage of pupils at NC level 4 or above	School	64(59)	62(61)	78(74)
	National	75(75)	71(72)	87(85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	22	21
	Girls	17	17	18
	Total	36	39	39
Percentage of pupils at NC level 4 or above	School	62(63)	67(70)	67(63)
	National	72(70)	74(72)	82(79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	253
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	9	
Other minority ethnic groups		

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

Teachers and classes

Qualified teachers and classes: YR– Y6

Total number of qualified teachers (FTE)	12.8
Number of pupils per qualified teacher	24.8
Average class size	25.3

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	95

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1.0
Number of pupils per qualified teacher	16
Total number of education support staff	1
Total aggregate hours worked per week	24
Number of pupils per FTE adult	8

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
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	£
Total income	664466
Total expenditure	697359
Expenditure per pupil	2371
Balance brought forward from previous year	88096
Balance carried forward to next year	55203

Recruitment of teachers

Number of teachers who left the school during the last two years	6
Number of teachers appointed to the school during the last two years	6

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	294
Number of questionnaires returned	47

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	40	2	0	0
My child is making good progress in school.	55	41	4	0	0
Behaviour in the school is good.	31	53	10	4	2
My child gets the right amount of work to do at home.	30	49	15	4	2
The teaching is good.	54	44	2	0	0
I am kept well informed about how my child is getting on.	43	51	4	2	0
I would feel comfortable about approaching the school with questions or a problem.	56	39	3	2	0
The school expects my child to work hard and achieve his or her best.	52	44	2	0	2
The school works closely with parents.	28	56	13	3	0
The school is well led and managed.	37	50	8	3	2
The school is helping my child become mature and responsible.	31	67	0	2	0
The school provides an interesting range of activities outside lessons.	33	55	8	2	2

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

66. The school makes good provision for children in the Foundation Stage. There has been good improvement since the last inspection through the successful introduction of the new Foundation Stage curriculum and the development of the use of the outdoor play area in the nursery. The quality of the curriculum and of the teaching are good.
67. Children are admitted to the nursery, for either mornings or afternoons, at the start of the term in which they have their fourth birthday and transfer to the reception class, full time, after a year. The school's system of staggered admissions results in some children having less than a year in the reception class, and those children with a summer birthday have only a term. School assessments and inspection evidence show that this has a detrimental effect on younger children who achieve less well, particularly in communication, language and literacy. Children in the nursery and reception classes are taught by a qualified teacher for each class, ably supported by a full time nursery nurse in the nursery and a part-time nursery nurse each morning in reception. Students and some volunteer parents also provide valuable additional support. There are currently 32 children in the nursery, attending part-time, and 24 children in reception, attending full time. There are good induction procedures for children entering nursery, and when transferring to reception. Good information and advice are provided for parents in a series of booklets, and both parents and children are invited into school before starting, promoting good links with parents from the start.
68. Teaching is good overall, enabling all children to achieve well. Teaching in communication, language and literacy and for children's creative development is satisfactory. A stronger feature of the teaching is the good range of first hand experiences provided in the outdoor area adjacent to the nursery, and the planned opportunities for all children to investigate the environment, enabling children to make good gains in their knowledge and understanding of the world. For example nursery children are encouraged to take advantage of the newly mown grass to feel its texture and to make grass soup, whilst reception children collect leaves on a nature walk and look closely through a magnifying glass to detect evidence of insects. Teachers have a good understanding of the needs of young children and work together well to plan a good range of interesting activities to ensure progress and continuity across nursery and reception. In reception, appropriate elements of the National Literacy Strategy and National Numeracy Strategy have been introduced. The introductory sessions in lessons are used well for developing counting and reading skills, however, the group activities in the literacy lessons are not always sufficiently focussed to provide for more systematic teaching and learning of literacy skills. There is a clearer focus for group activities in the numeracy lessons, enabling children to learn well. Planning in the nursery does not always take sufficient account of these elements of the national strategies for children who are of reception class age and so progress for these children, particularly in recording their work in literacy and numeracy, is less marked. There are good procedures to assess how well children are learning and these are used effectively to plan for the educational needs of individual children. Pupils with special educational needs are identified early and the good level of individual support from teachers and nursery nurses enables them to make good progress.
69. The Foundation Stage co-ordinator has worked hard to adopt the new curriculum and to encourage closer liaison between nursery and reception, through regular discussions and through spending time in the nursery on a regular basis. This is helping to overcome

the difficulties of the geographical separation of the nursery and reception to develop into a cohesive Foundation Stage.

70. Assessments made by the school as children enter nursery and reception show a wide range of attainment, though generally, the level of attainment is below average, with a small minority of children starting school with poor language and communication skills. The present cohort of children in the reception class started school with well below average attainment levels. Good teaching and a good range of interesting activities enable children to make good progress overall, though the limited time in reception restricts the standards achieved by some children. The progress made by children in communication, language and literacy and in their creative development is satisfactory and good in all other areas of learning. By the time they leave reception most children have achieved the nationally recommended Early Learning Goals in physical development and in knowledge and understanding of the world. Standards in personal, social and emotional development, mathematical development and creative development are below average and the number of children achieving the Early Learning Goals in communication, language and literacy is well below average when they start in Year 1.

Personal, social and emotional development

71. Teaching is good in this area, which is promoted through all aspects of school life and children of all abilities make good progress. Attainment by the end of the Foundation Stage is just below the expected level. A good range of practical activities in nursery and reception stimulates children's interest in learning. Children in the nursery enjoy joining in the imaginary Teddy Bears' Picnic and are sorry when it is time to finish. However, some children find it difficult to sustain their interest in practising basic skills. A significant minority of children in reception sometimes find it difficult to maintain attention and sit quietly for any amount of time. This is despite the best efforts of the teacher who makes expectations in terms of behaviour and application quite clear. This was seen in a numeracy lesson, when children found it difficult to settle after playtime, though the teacher persisted until she had their full attention before starting the lesson. Children develop independence through the opportunity to choose their activity, for example in the nursery class, children choose what they want to do as their name is chosen, and one boy demonstrated a good understanding of taking turns as he asked the teacher to use a timer for children using the bicycles so that everyone had a fair turn. Teaching ensures that independence is developed further as children in reception log on to the computers in the suite and access the program at the correct level. Children respond well to the expectation to see to their own needs, putting on Wellingtons to play outside in the nursery and getting themselves changed for physical education lessons in reception, though help is at hand if needed. Children in reception gain a sound understanding of their own beliefs through joining in school assemblies and through celebrating Christmas and Easter. Children gain some insight into other cultures through stories, one child in nursery explaining that a yam is like a potato. Resources, including dolls, books and jigsaws feature children from diverse cultures.

Communication, language and literacy

72. Teaching is satisfactory overall and children of all abilities make satisfactory progress. Good opportunities are provided for speaking and listening in all activities, for example children in the nursery listen to a recording of themselves singing "We're going on a Bear Hunt" and discuss what improvements could be made in their performance. The teacher regularly sets children a task when answering the register, for example saying what they had for lunch or describing the colour of their toothbrush. Some children develop this opportunity well, for example one boy described his toothbrush as being blue and being shaped like Harry Potter. The response from children in the reception class is more

variable. Children contribute well to discussions related to practical activities, such as examining leaves through magnifying glasses, but are more reluctant to discuss stories and make predictions in shared reading and writing activities, despite the prompting of the teacher. Although children make satisfactory progress in their communication skills during their time in the Foundation Stage, by the time they leave reception the speech of many children is indistinct and their vocabulary is limited.

73. Children's reading skills are developed satisfactorily in the nursery through regular opportunities to recognise their names, as when choosing activities, and through picking out rhymes in songs and poems. The nursery teacher practises sounds with those children who are about to join the reception class, but a significant number find it difficult to concentrate or contribute sensibly. A more structured approach to developing early reading skills in the nursery is required to help children progress more rapidly from a very low starting point. Progress is accelerated in reception through regular reading practice with the teacher and through practising the actions and sounds used in a phonic scheme. By the end of reception higher attaining children show a real enjoyment of reading and read simple texts fluently and with meaning and expression. Other children read simple three letter words and frequently used words well, but they have not yet acquired the skills to sound out words they do not immediately recognise. Lower attaining children show limited interest in reading and find it difficult to discuss the pictures in a book. This is due in part to the fact that independent group activities in the literacy lesson are not always sufficiently focussed on developing literacy skills. When teaching is more focused, progress and learning are accelerated.
74. Teaching ensures that satisfactory opportunities are provided for children to practise writing skills in the nursery as they trace shapes in the salt and follow the dots to write their name. Children are taught to hold pencils correctly and the teacher works with a small group of older children to "write" postcards to their mum. Higher attaining children make a good attempt at writing some words to label their pictures and label their work with their name. Most children create a sentence for the teacher to write to accompany their news picture, for example one child relates, "My dad took me for a cheeseburger." In reception, children make good progress when they spend a full year in the class, from copy writing to writing independently, one higher attaining child writing, "A ladybird was flying along." Regular practice improves letter formation, and the writing of most older children in reception is legible with recognisable spellings. The relatively high proportion of younger children in the current reception class are making sound progress from following a pattern of dots to copying words with reasonable accuracy, though attempts at independent writing are difficult to decipher. In the present group of children in the reception class, only two children have spent a full year in the class and only a third of children are likely to achieve the Early Learning Goals in communication, language and literacy by the time they start in Year 1.

Mathematical development

75. Teaching is good overall and children of all abilities are making good progress. Activities are appropriately practical to develop children's understanding. Every opportunity is taken to count, for example when taking the register. Nursery children take turns to record the number of children absent. Good use is made of games in the nursery to develop recognition of numerals and their value, for example in the "squirting game", children throw a dice, count the dots and then aim the water jet at the appropriate number. Children continue to develop their numeracy skills well in reception and lessons incorporate appropriate elements of the numeracy strategy. Children improve their counting skills through regular practice in counting forwards and backwards in the initial class sessions. Most children are confident in counting to 20 and lower attaining children count forwards to 10 and back from five. The teacher provides suitable challenge for

higher attaining pupils by asking them to count from different starting numbers. Good support is given to lower attaining pupils by the nursery nurse as she helps children to recognise the higher numbers by using a number line. The teacher uses the storybook of the disappearing ladybirds well to illustrate the concept of take away. Independent group activities are used effectively in the numeracy lessons to develop numeracy skills. For example higher attaining children work with the teacher to solve missing number problems, while other groups make play dough ladybirds with a given number of spots or use number games on the computer. The nursery nurse is well briefed in leading number games with lower attaining children.

76. Children develop a sound understanding of shape in the nursery through repeating and continuing shape and colour patterns. Higher attaining children name and recognise the common two-dimensional and three-dimensional shapes; children in reception develop their understanding as they use different shaped boxes to make their model of the village street. Opportunities to classify shapes and identify similarities and differences are more limited. Children in the nursery learn to compare different measurements as they weigh and compare two parcels, and children in reception paint flowers and place them in order of height. Despite the good progress that all children make, just over half of the present cohort of children are likely to achieve the Early Learning Goals by the time they start in Year 1. This is below average.

Knowledge and understanding of the world

77. Teaching is consistently good enabling children of all abilities to make good progress. Teaching ensures that topics and activities are chosen well to capture children's interest and imagination with a great emphasis placed on enabling children to learn through first hand experiences. A strong feature of the teaching is the very good use made of the outdoor play area adjacent to the nursery with good access for reception children on a regular basis. Children develop a good understanding of the world around them as they ride bikes through the wet grass and then watch the patterns they make on the dry ground disappear. They experience what happens to water as they put on their Wellingtons and splash through the puddles. Children extend their experiences in the reception as they plant seeds and take responsibility for watering them and then notice them grow. Children gain a good understanding of living things from close observation when they visit "Tropical World "and extend their knowledge as they observe insects in their natural environment in the school grounds. Children are provided with opportunities to use a good range of tools such as gardening implements, scissors and spatulas for clay. They use a good range of large and small construction toys and create models using glue and discarded materials, for example they make a model of the village street using boxes and corrugated paper.
78. In reception, children learn about life in the past as they use the dolly tub and billycans in the home corner. They also observe that candles rather than lamps were used for lighting the rooms. They are gaining an appropriate understanding of their own beliefs as they celebrate Christmas and Easter, but there are fewer opportunities to learn about the beliefs of others. There has been a good improvement in children's understanding of information and communication technology. Children in the nursery have daily access to the computer and are developing good mouse control. Children in reception use the computer suite each week, as well as using the computer in the classroom to develop literacy and numeracy skills. Consequently they are developing good computing skills and can log on and access the programs independently. Children also learn how to program the robot to control its movements. Because of the rich variety of the experiences provided, most children achieve the Early Learning Goals by the time they start in Year 1.

Physical development

79. Teaching is good overall enabling children of all abilities to make good progress. Teachers plan a good range of activities to develop the children's control and co-ordination, for example steering the bikes around an increasing spiral or balancing along the outdoor play equipment. Children in reception show a good awareness of space as they find a place to sit in the hall and position themselves to catch a ball without bumping in to others. They learn of the importance of warming up before exercise and understand that moving quickly makes their heart go bump. Children in the nursery develop their manipulative skills well through threading cotton reels, using scissors correctly and through completing a good range of jigsaws and table toys. Teaching provides children with good opportunities to extend their manipulative skills in reception as they use pencils and brushes correctly and cut out shapes and templates with increasing accuracy. Children handle malleable materials such as clay and playdough well and make increasingly complex models. Most children achieve the Early Learning Goals by the time they start in Year 1.

Creative development.

80. Teaching is satisfactory overall enabling children of all abilities to make satisfactory progress. Children in both nursery and reception explore texture and colour as they paint pictures and create sand paintings. They draw well from close observation, for example younger children draw realistic pictures of their teddy and older children draw detailed pictures of creatures observed at "Tropical World." Children have the opportunity to develop their creative skills in three dimensions as nursery children make clay snails and reception children create collage butterflies. Children have regular opportunities to sing a good range of songs and respond well to music by clapping and singing, but opportunities to make music using instruments are limited. There are good opportunities for children in the nursery to use their imagination as they enact an imaginary picnic, go on a bear hunt, make grass soup or use the climbing frame as a tent or a café. Opportunities for children to exercise their imagination through role play and drama in reception are less well developed and this on occasions prevents learning from being stronger. Fewer children than average in this cohort of children are on track to attain the Early Learning Goals by the time that they start in Year 1.

ENGLISH

81. Standards in English in the National Curriculum tests have improved significantly since the last inspection. At both key stages the percentage of pupils reaching expected levels has almost doubled since 1997 and is continuing to rise as the unreported national tests for 2002 show. For 11-year olds in 2001, the test results showed that attainment in English was below the national average but at an average level compared to similar schools. The number achieving the higher Level 5 was in line with that expected nationally and above average when compared to similar schools. In the National Curriculum tests in 2001 for 7-year olds, standards in reading and writing were below the national average, but at an average level compared to similar schools. When compared to similar schools, both reading and writing were below average. In 2001, the standard achieved by boys was better than girls at both key stages, but this is explained by the different characteristics of this group of pupils and these differences are not the normal pattern of attainment through the school.
82. The inspection findings indicate that by the end of Year 2, pupils' attainment is below the national average, but at an average level by the end of Year 6. Pupils throughout the school achieve well in relation to their ability levels when they start school, and make

good progress. Pupils with special educational needs make progress at a similar rate to their classmates. Since the last inspection, improved teaching and planning has had a very beneficial effect on standards and progress in all aspects of English apart from listening skills, which require further development. The school has also improved its assessment procedures and is using the information well to provide additional help for those pupils who need it. The National Literacy Strategy has been effectively implemented and the key skills of English are well taught and developed in other subjects. This enrichment along with a significant contribution made by information and communication technology to the English curriculum is a strong factor in the improving picture of attainment and the good progress being made.

83. Pupils' attainment in speaking and listening is below average by the end of Year 2 and at an average level overall by the end of Year 6, although speaking is stronger than listening. Throughout the school a small but significant minority of pupils' listening skills are weaker than their spoken language and therefore progress in listening is satisfactory, rather than good. In spite of the best efforts of teachers, there are pupils who do not always listen with sufficient attention to their teachers or value the contribution made by their classmates. Occasionally in lessons this is due to the teacher not having high enough expectations of pupils to listen carefully to questions or other pupils' answers. However in nearly all cases it is linked very closely to a lack of attentiveness from the pupils and a reluctance to listen carefully and take more responsibility for their own learning. The school is very aware of the weakness in pupils' listening skills and takes every opportunity to plan meaningful occasions in which pupils can learn to listen more attentively. These include 'circle time', class assemblies, and formal debates of current issues and drama opportunities. The impact of these initiatives is proving successful as by the end of Year 6 most pupils listen attentively, although there remains a small but vociferous number of pupils who still do not listen attentively.
84. By the end of Year 2, most pupils have made good progress in their spoken language and are keen to engage in conversation. Some pupils talk confidently and use a growing vocabulary, but a significant of pupils are not yet fluent speakers and because their vocabulary is restricted, there is little detail in their responses. Teachers through their effective questioning skills provide good opportunities for the pupils to listen and explain their ideas, and talk about their experiences. Very good use is made of visits to extend pupils' ideas and spoken vocabulary. Back at school, in a rich learning environment, pupils improvise aspects of their day at the seaside, discuss the events they enjoyed and use photographs taken during the visit to explain the different features of the seaside town. By the end of Year 6, most pupils speak with increased fluency, expression and confidence and make good progress. Teachers use good texts and challenging questions and this helps all pupils to develop their ideas and increase understanding. When pupils were asked to describe the language of two contrasting characters in an adventure story, the higher attaining pupils were very skilled in using adventurous words and phrases for effect. In this lesson, the teacher also used 'role play' very successfully to heighten the pupils' awareness of the characters in the story and extend their spoken language further. Good opportunities are found in lessons for pupils to discuss their ideas together and learn from one another. While most pupils take account of others' views, a small number of pupils in Key Stage 2 find it more difficult to share their ideas with others.
85. Throughout the school, pupils make good progress in developing their reading skills successfully and although standards are still below average by the end of Year 2, they are average by the end of Year 6. The school has worked hard to encourage a love of reading and provides a wide range of fiction books that appeals to pupils' interests and is appropriate for their reading abilities. There is also a very good focus on including well presented books of pupils' own stories and poems. These are well read and do a lot to

improve levels of motivation and self-esteem. At times a wider range of reading materials is needed such as magazines, newspapers and leaflets to interest the more reluctant readers. The range of non-fiction books is more limited in some subjects and because of this there are fewer opportunities for pupils to use books for research and study skills. The school is aware of the deficiencies and is slowly improving stocks, especially the range of non-fiction guided readers. However provision for research is being enhanced by the growing use of research programs on the computer. The skills that pupils need to become successful readers are taught well and particularly so in the whole class sessions in the literacy lessons. Guided reading is also taught effectively and is being improved still further with the introduction of assessment records to measure and monitor the progress that pupils are making in their reading. Reading diaries are used between home and school in an attempt to encourage parents to become more involved in supporting their children's learning. The school appreciates the support it receives from many parents with reading and the positive effect it is having on standards and progress. There are however a minority of parents who are not as supportive. The school continues to actively seek ways to improve the partnership between home and school so that more parents can be involved in helping their children at home.

86. By the end of Year 2, the higher attaining pupils read fluently and accurately and are beginning to use expression when they read aloud. They are generally confident in reading unfamiliar words. Pupils read with good understanding, which enables them to talk about the content and the characters in the stories they read. The average and lower attaining pupils enjoy books and are using their knowledge of letters and sounds to build unfamiliar words. Fewer of these pupils describe any favourite books and their understanding of the text is developing more slowly. As they move through the school, pupils are reading with increasing accuracy and understanding. Many of the higher attaining pupils in Year 6 are confident and skilled readers and understand the significant ideas of more challenging texts. A few have started to compare and contrast the styles of different authors. They discuss their preferences for books and often carry out book reviews in which they are beginning to look more critically at the impact of poetry and prose on the reader. The lower attaining pupils are more hesitant in their reading, but have a good knowledge of the strategies to use and this is helping to increase their levels of confidence. Pupils by the time they reach Year 6 have been taught the skills of skimming, scanning and efficient reading so that their research skills become more effective. Pupils are not as confident or proficient at reading for inference.
87. Progress is good in writing through the school, and standards although still below average by the end of Year 2, are reaching average levels by the end of Year 6. Writing has recently been a priority area for development and due to the strong commitment and efforts of the staff, the school has greatly improved its teaching and raised attainment. The many visits made by the pupils in school are used very productively to improve the content and reasons for writing. Teachers are also very successful in linking reading and writing together, so that pupils use well-chosen examples of literature to model, support and extend their own writing.
88. By the end of Year 2, most pupils form their letters correctly and at least a third are beginning to join their handwriting legibly to a good standard. The level of vocabulary used in the writing of pupils, other than the higher attainers, lacks expressiveness or imagination. The structured handwriting and spelling scheme is having a beneficial effect on standards in these aspects of writing. Most pupils produce a good range of writing. They sequence events logically in their descriptions of their seaside visit and in their instructions of how to make 'Gingerbread Men'. The content and style of the writing of the higher attaining pupils is usually imaginative, but there are weaker elements in punctuation and grammar and this is preventing pupils from gaining the higher Level 3 in the national tests. This area of writing needs more attention in the teaching. By the end of

Year 6, pupils write for a very good range of purposes. The content is interesting and most have a good understanding of grammar, punctuation and comprehension. Because of the good teaching of writing, about a quarter of the pupils in Year 6 are working confidently at the higher Level 5. These pupils are producing well structured and imaginative writing and using complex sentences which are well organised into paragraphs. There are instances however for other pupils where the writing fizzles out after a lively and inventive beginning. Most pupils present their work well, with clear, fluent and joined handwriting. The use of information and control technology to support writing is well developed and considerably enhances and extends opportunities for writing. It is used well for editing and improving work and also for pupils to present their work to presentation standards. A very effective computer lesson in Year 5 enabled pupils to search, find and study a range of persuasive texts on holiday areas, which they used to help them write their own tourist leaflet for a local area they had just visited.

89. Pupils' attitudes to their work in English and their behaviour are satisfactory. While most pupils are very keen to do well and maintain good levels of concentration, there are a small number of pupils whose attitudes, interest and effort in school could be better. The staff show very genuine and sincere levels of care and welfare and relationships are good. Opportunities are usually, but not exclusively, provided for the pupils to take initiative and responsibility in planning and organising their own work. Unfortunately, at times not all pupils respond to the high expectations that are set for them by the staff. This means that for a small number of pupils their intellectual and creative effort is not as high as it could be and they make less progress.
90. The quality of teaching is good at both key stages and this is enabling standards to rise. Almost half of the lessons observed were very good and this is much better than the satisfactory teaching seen at the last inspection. An effective feature of all lessons is the very good introductory whole class session that is used to revise previous work and sets a clear focus for the learning of important skills. This part of the lesson moves on at a brisk and purposeful pace and maintains pupils' interest and challenges them well through searching questions and discussion. The teachers also use the concluding part of the lesson very successfully to reinforce learning by using examples of pupils' work to question them further and assess their understanding. Occasionally the pace and high expectations do not always continue in the independent part of the lesson. This is because a few pupils find it difficult to show the self control they need to work independently and are easily distracted. The pupils who have special educational needs are fully integrated into lessons and most are given the support they need to achieve well. There are however fewer support staff available for the older pupils with challenging behaviour in Key Stage 2. These pupils through their disruptive behaviour occasionally slow the pace of the lesson and take up valuable teaching time. Homework is regularly set and usually linked well to the focus of the lesson and the skills that pupils need to develop their learning further. Unfortunately not all parents ensure that homework is done and returned to school on time.
91. The school has implemented and developed the National Literacy Strategy well and this has enabled standards to rise considerably since the last inspection and for teaching to improve. There are good opportunities for pupils to develop the key skills of English across many other subjects. This is planned well and enriches the curriculum for English considerably. The use of information and communication technology to support English is effective. Assessment procedures are good and have improved since the last inspection. Analysis of test and assessment data is proving an effective tool is helping to raise standards. Further initiatives have been planned, including refining the process still further to take account of factors such as the performance of pupils of similar age in different classes, and of pupil mobility. There are some very good examples of marking, especially in Year 2 and Years 5 and 6 which show pupils clearly what they need to do to

improve their work further. This good practice needs to be extended to those classes where marking is not yet as developmental.

92. The subject leader is very effective and has been a strong driving force in helping to improve the standards and progress of English through the school. Teaching and learning are monitored regularly. Formal feedback after lesson observations is given with pointers for development and improvement where necessary. The co-ordinator regularly monitors teachers' planning and the regular scrutiny of pupils' books is a feature of monitoring that is becoming more embedded in school practice. The current action plan for development confirms the co-ordinator's good grasp of the strengths in provision and further areas for development, which include the continued development of listening skills, improving pupils' attitudes and extending and refining data analysis and target setting procedures. There is a good commitment by all staff to continuing improvements in the school.

MATHEMATICS

93. Inspection findings indicate that standards in mathematics are in line with national expectations at the end of Year 2 and Year 6. All pupils, including those with special educational needs make good progress. Standards, provision and teaching have improved since the time of the last inspection. The results of the National Curriculum tests in 2001 showed attainment at the end of Year 2 to be below the national average and at an average level when compared to similar schools. Attainment at the end of Year 6 was well below the national average and at an average level when compared to similar schools. The continued improvement in standards is due to the ongoing improvement in teaching, the monitoring of teaching and learning, and assessment and tracking of the progress that pupils of all abilities make. Standards are set to continue to rise.
94. By the end of Year 2, pupils have a sound knowledge and understanding of all aspects of mathematics. Their numeracy skills are satisfactory and the great majority of pupils have a quick and accurate recall of simple multiplication bonds. Higher attaining pupils are beginning to relate these to division of numbers as well, and their level of knowledge and understanding might be expected from more able pupils of this age. They use addition and subtraction competently when solving problems, although their initial understanding of word problems and their ability to work out which strategies to use to solve number problems are weaker. Pupils in Year 2 are developing a sound understanding of measuring length and capacity. They are aware of the units that should be used when measuring distances. They know that they would use kilometres when measuring the distance into York from the school and that centimetres would be best to measure their own height. They apply this knowledge in a satisfactory manner when solving problems linked with capacity for example. Pupils name and identify most common two-dimensional shapes and have a satisfactory awareness of the related vocabulary. Pupils have a secure knowledge and ability to collect data but not all pupils are as confident in interpreting the data.
95. By Year 6, pupils' knowledge and understanding of number have developed in an appropriate manner. Pupils calculate, using all four operations with numbers to two decimal places and they apply these skills well when solving problems. Pupils at all levels of attainment have built a secure knowledge and understanding of fractions and decimals, and apply these to good effect. A strong feature in pupils' learning is their ability to use and apply their number skills effectively. In a Year 6 lesson all pupils soon learned how to convert kilometres to miles and vice versa. They accurately apply the conversion rules to change units. This is developed further when pupils learn to construct and use a straight-line graph to make the same conversions. Pupils have a satisfactory

understanding of shape and angle. They calculate the areas and perimeters of a range of irregular shapes made up of rectangles. They partition the shapes into rectangles, calculate the areas of each and total these. Likewise they have moved beyond counting units when finding the perimeter of shapes. They apply a formula and calculate the answer. Pupils handle data satisfactorily, analysing data into groups, and then drawing appropriate bar charts, pie charts and line graphs. They have secure skills with angle, estimating angles and drawing them to the nearest degree. Pupils' understanding of probability is secure, although not all pupils use the appropriate terminology to describe their findings and observations.

96. Most pupils enjoy the challenges set by their teachers and find mathematics stimulating and enjoyable. Most pupils behave well in lessons and generally pay attention to their teachers at all times. However, there are a small number of pupils in both key stages, but particularly at Key Stage 2, who do not always behave in an appropriate manner. Occasionally this is linked to the pace of the lesson and the tasks and activities that are provided but it is more usually linked to a lack of self discipline on behalf of the pupils. A significant minority of pupils show negative attitudes to the subject and at times this prevents learning from being stronger.
97. The quality of teaching is good throughout the school. This is better than at the time of the previous inspection, when teaching was reported to be satisfactory. Opening activities are effective at focusing in on the main learning objectives of lessons and in directing pupils' attention appropriately. Lesson planning is satisfactory and generally ensures that the activities support the learning objective. Planning and teaching are effective when learning objectives are clearly stated and work is carefully planned to meet the needs of pupils of different abilities. The introductory mental sessions in many lessons are generally brisk, leading to a good improvement in pupils' arithmetic skills. The time at the end of the lesson is generally used well to check what pupils have learned and this information is then used to guide and inform future planning. Teachers mostly move pupils on at a brisk pace whilst ensuring that they are capable of taking the next steps in learning, but occasionally lessons are conducted at a slower pace and this fails to enthuse pupils sufficiently. A wide variety of methods, such as whole-class discussion, group work and individual tasks are used to suit the different activity at different parts in the lesson. Teachers have good subject knowledge and confidently and clearly explain procedures and how to solve questions. This good subject knowledge also enables teachers to deal with any mathematical misconceptions in an effective manner. Support staff provide good levels of assistance and their sensitive but firm questioning helps to both challenge and support the pupils with whom they are working. Behaviour management techniques vary. The management of pupils whilst satisfactory overall is variable. It is at its best when pupils are left under no illusion as to what is expected of them in terms of behaviour and work. There are occasions when rewards and sanctions are not administered appropriately and this has an adverse impact on pupils' learning. There are some very good examples of pupils' work being marked in a way that provides clear pointers for improvement. This enhances pupils' learning. The school is seeking to involve pupils more actively in setting their own targets for improvement to encourage pupils to take a greater responsibility and initiative for their own learning. The setting of homework is satisfactory with some good practice for the older pupils in school. Computers are used in an appropriate manner to support and enhance pupils' learning and teachers are quick to capitalise on opportunities for pupils to use their mathematical skills in other areas of the curriculum, such as geography and design and technology and particularly well in science.
98. Leadership of the subject is good. The monitoring of teaching through lesson observations, scrutiny of teachers' planning and pupils' work has proved effective in improving standards and the quality of teaching and learning. The subject leader has

recently left the school and the headteacher is currently overseeing developments. Assessment procedures, particularly teachers' ongoing notes, provide good information about the progress that pupils are making and this data is used well to set targets for groups of pupils and to identify weaknesses. The headteacher also analyses National Curriculum tests of attainment data to track the progress of groups of pupils to ensure that they are making appropriate progress that is normally expected over time. Computers are used satisfactorily to support pupils' progress in mathematics. Resources to support teaching and learning are satisfactory.

SCIENCE

99. The 2001 teacher assessments show that at the end of Year 2, pupils' attainment is above average. Inspection evidence shows that standards are not as high at the end of Year 2 and are average this year, but there is still a significant number of pupils attaining above the expected level. Evidence suggests that assessments may have been a little generous and this explains the difference between assessment results and inspection findings. However all pupils at Key Stage 1 achieve well and make good progress as a result of the good quality of teaching and opportunities to investigate scientific topics. Carefully framed questions and additional support from class teachers ensure that pupils with special educational needs make progress in line with the rest of the class.
100. By the end of Year 6, inspection evidence shows the standards are broadly average with the majority of pupils attaining at the expected level with a significant minority above this level. This is a significant improvement since the 2001 national tests when attainment was well below the national average and below the attainment found in similar schools. The improvement in standards owes much to the quality of teaching and other factors. The school has worked hard to raise standards in science by identifying areas for development. There have been booster classes and opportunities for pupils to attend lunchtime sessions. The use of the guidelines from the Qualifications and Curriculum Authority (QCA) has meant that staff are confident in what they teach and there is step-by-step progression in skill development as pupils move up the school. Particular attention is now paid to developing pupils' scientific vocabulary; this is improving but there are still a number of pupils whose scientific knowledge and understanding are not fully reflected when they answer written questions. Occasionally there are differences between the amount of work covered by pupils in the same year group but in different classes. This has been recognised by the school and changes are to be made to address the issue. All pupils including those with special educational needs are achieving well and making good progress. Test results show that boys perform better than girls no significant differences in attainment or achievement were observed during the inspection period that could not be explained by natural ability differences. The school has made good progress since the previous inspection. .
101. By the end of Year 2, pupils have covered an appropriate range of topics across the different aspects of the science curriculum. Pupils carry out investigations well, for example what happens when ice, bread, wax and chocolate are heated. They record appropriately using sheets provided by the teachers. A significant number of pupils understand what a fair test is. A minority of pupils find it difficult to put forward their own ideas or explain why something has happened using an appropriate vocabulary. In work on living things standards are good. Almost all pupils understand the differences and similarities between different animals. They understand that animals live in different places, with many using and understanding the term 'habitat'. There is very good understanding of healthy lifestyles and the importance of having a healthy diet. In work on materials there are satisfactory standards overall. Most pupils classify a wide range of materials by properties such as hard, soft, shiny dull. They recognise natural and man-

made materials. In investigative work they show an understanding that materials change when heated. They are not confident in saying if a change is reversible. Standards in the area of physical processes are satisfactory. In work on electricity, all pupils identify sources of light. The higher attaining pupils use their knowledge of electrical circuits to draw plans of models with lights. Pupils understand that push and pull are forces.

102. By the end of Year 6, pupils carry out a range of scientific investigations confidently. There are on occasions too few opportunities for pupils to initiate their own investigations or solve very challenging problems. Pupils record their results in a variety of ways including graphs. They are starting to understand the need to repeat observations and measurements. Many pupils find some difficulty in explaining how they could improve their work. In work on living things pupils understand the functions of the major organs of the body including the heart and lungs. They are able to classify according to type, for example vertebrates and invertebrates. The majority of pupils show good understanding of separating materials by dissolving and filtration and predict whether change is reversible or not. The average and higher attaining pupils explain and record rates of evaporation. Higher and average attaining pupils have particularly good understanding of electrical circuits. They understand that Newton's are a measure of force. They are not as confident in using their scientific knowledge to make generalisations about physical processes.
103. The quality of teaching is good in both key stages and this has a direct influence on the good achievement made by all pupils. Lessons are planned effectively with good emphasis placed on developing investigative and enquiry skills, although at times these are too teacher directed. Opportunities to develop independent learning are sometimes missed because teachers do not give older pupils sufficient opportunities to instigate their own investigations or carry out challenging enquiries. The majority of pupils are developing their scientific vocabulary appropriately because teachers pay attention to using the correct technical terms. In a Year 3/4 class the use of a 'science word bank' on the wall reinforces learning very well. Not all pupils however avail themselves of these learning prompts. Teachers make very good use of the local environment to develop scientific knowledge and understanding, for example in Key Stage 1 when pupils write and draw animals and plants found in the school grounds. Scientific displays in all areas of the school help to raise the profile of the subject and reinforce work in the classrooms. Teachers work hard to control their classes and are usually successful in this but there are occasions when time is lost because teachers have to spend time on behaviour management rather than imparting knowledge. Marking is positive and helps to develop self-esteem but on occasions teachers miss opportunities to develop learning by asking questions such as "What happens if?" Teachers ensure that all pupils are included in lessons by asking appropriately phrased questions and giving additional support to pupils with special educational needs.
104. Most pupils respond well to the good quality of teaching but a small but significant minority of pupils have unsatisfactory attitudes. They do not settle quickly at the start of lessons and time is lost. A number are reluctant to answer questions in whole class sessions. Teachers work hard to encourage these pupils but there are occasions when there are some inconsistencies, for example in dealing with pupils who call out or shout.
105. The development of pupils' literacy skills in science is satisfactory. Pupils are given opportunities to read instructions and develop writing skills when they record their work. There is very good use of mathematics in the subject. Pupils use a variety of measures and record their investigations on graphs, including line graphs. The use of information and communications technology is good, especially in recording results from investigations. Science contributes satisfactorily to pupils' spiritual, moral, social and cultural development. Pupils in Year 2 showed a sense of awe and wonder when they

opened seedpods and saw the seeds. Moral development is aided by understanding scientific rules and there are many opportunities for pupils to develop social skills when they work with partners or in groups.

106. There is a recently appointed co-ordinator who is giving good leadership in the subject. She is keen to raise standards and has put in place a good development programme to ensure standards continue to rise. Monitoring of teaching and learning takes place through the scrutiny of teachers' planning and pupils' work. There have been some formal lesson observations and this initiative is to be extended further in the next academic year. The good quality assessment procedures are used effectively to develop pupils' learning and the analysis of test and assessment data is proving to be an effective tool in identifying areas for development. The co-ordinator plans to refine the process further by using the information to set targets for year groups and individual pupils and to involve pupils more in setting their own targets for improvement. Resources to support teaching and learning in the subject are satisfactory.

ART AND DESIGN

107. Pupils' attainment in art and design is above national expectations at the end of Year 2 and Year 6. This shows a good level of improvement since the time of the last inspection. Pupils throughout the school, including those with special educational needs and the higher attaining pupils make good progress and achieve well. The good displays of pupils' work celebrate pupils' achievements in an attractive manner as well as providing an effective learning resource.
108. By the end of Year 2 pupils have had experience of working with a range of different media, including chalk, pencil crayon, pastels and paint and use a variety of different techniques in their work. The good quality teaching encourages pupils to use their imagination and to experiment using different effects. By the end of Year 2 most pupils know how to mix primary colours to achieve secondary colours. They know how to dilute paint with water to produce watercolour pictures that are of a good standard. Pupils talk knowledgeably about how some colours are "cold" and some are "warm." Observational drawings of plants and flowers are of a good standard with pupils showing a good eye for detail. The pupils are adept at putting their own interpretation of the observational drawings so that finished products do not all look the same. Pupils are provided with good opportunities to work in three dimensions and produce collages, masks and poppies that are of an above average standard. Pupils weave with confidence, using both textiles and paper and use blocks and leaves to produce good quality prints. Pupils' attainment is often enhanced because they are specifically taught skills and techniques which they are then encouraged to use whilst at the same time putting their own stamp of uniqueness and creativity on their finished products. Pupils understand that some artists from the past are famous and have gained an early understanding of how the work of artists is recognised by their individual style. Pupils are not always as confident in appraising their own or others' work.
109. Pupils continue to make good progress as they move through Key Stage 2 and standards are above the expected level by the end of Year 6. Opportunities continue to be provided for pupils to work with a wide range of materials, to learn different techniques and to work in both two and three dimensions. Pupils' drawing skills are at a good level and show that pupils have a good grasp of perspective. Pupils work in pencil, pastels and crayons and know that different shading techniques give greater depth to their drawings. Pupils are provided with many opportunities to paint and do so in the style of famous artists such as Mondrian and Kandinsky. This work does not simply copy the work of the artists but uses the style and techniques, with the pupils again adding their

own interpretations. The standards achieved are good. Good use is made of computers in this subject. With computer generated interpretations of famous artists' work alongside handpainted interpretations. This together with informative and well presented computer generated accounts of artists' lives provide very attractive and informative displays which catch the attention of pupils and act as a valuable learning resource. Good links are made with other subjects as pupils make good quality observational drawings of historical artefacts, design posters of different periods in history, produce good quality water colours linked to their work on travel, and produce laminated paintings of Japanese lifestyle. Pupils are provided with opportunities to work in three dimensions in collages, modelling with plaster, and other work linked to different subjects, such as designing and making Viking brooches. Pupils have had the chance to work with an artist in residence. This work culminated in the production of gigantic bugs of varying descriptions. Pupils worked with a vast array of different media and learned a good range of techniques which provided a great level of authenticity as the bugs hang threateningly from the display in the entrance hall.

110. The quality of teaching and learning in art and design is good. Teachers have good subject knowledge and enthusiasm and present the subject in a lively manner. The confidence that teachers have means that pupils are provided with a wide range of learning experiences and are directly taught a good range of skills and techniques. A great strength of the teaching is that while pupils are introduced to the work of famous artists and given good quality demonstrations of different techniques, they are encouraged to interpret the tasks that are set, in their own way. This means that the finished work is often original, creative and not uniform across the class. Teaching recognises that the subject is a good vehicle for developing speaking and listening skills and teachers encourage pupils to appraise their work and that of others. Although pupils are increasingly responding to this, there is still a reluctance amongst some pupils which means that the appraisal aspect of the subject is the weaker element. Most pupils have positive attitudes to the subject and enjoy the practical tasks that the subject provides. Most pupils work well together and happily share ideas and resources. Pupils show a genuine interest in learning new skills and put a lot of effort and care into their work and a show a good deal of pride when they see the finished product.
111. The subject is led in a satisfactory manner by a knowledgeable and enthusiastic co-ordinator. The documentation to support teaching and learning has recently been updated and provides good guidance and ideas. Resources are good and the co-ordinator has very effectively linked the resources to the different topics that are being covered. This means that imaginative and good quality resources are on hand to support teaching and to help enthuse, motivate and to enhance pupils' learning. The co-ordinator runs an after school club on a weekly basis, which is well attended and brings a further dimension to pupils' learning, particularly in work in three dimensions. The co-ordinator has attended recent in-service training and is to disseminate information gained on the use of batique and sculpting to all staff in the near future. Although the co-ordinator monitors planning and scrutinises work on the walls, no formal opportunities have been provided for her to monitor teaching and learning across the school in order to get a more informed grasp of provision and standards. Areas for development include the development of a portfolio of pupils' work so that both staff and pupils know what is needed to achieve at differing levels. The school brings in artists to work with the pupils and this has proved most beneficial. Plans are in hand to repeat this initiative. Plans are also in hand to provide more opportunities for pupils to visit art galleries which display both Western and Non-Western art so that the subject can add further to the already satisfactory provision it makes in enhancing pupils' spiritual, moral, social and cultural development. Although there are no formal assessment procedures all teachers add to the system of "desk notes" where they record what pupils can and cannot do. This is an

effective informal system and the information is used well to guide future planning and to help teachers write pupils' annual progress reports at the end of the year.

DESIGN AND TECHNOLOGY

112. Attainment in design and technology is broadly in line with national expectations at the end of Years 2 and 6. All pupils, including those with special educational needs, achieve satisfactorily and make satisfactory progress. This represents a satisfactory level of improvement since the previous inspection, as standards were also judged to be in line with expectations and pupils were making satisfactory progress.
113. Throughout the school pupils are provided with opportunities to experience all the different elements of the subject and to practice and develop their design and technology skills. By the end of Year 2 pupils have a satisfactory understanding of the simple skills of food preparation. They have acquired appropriate skills of preparing fresh food for eating, including 'juicing' an orange, grating a carrot, slicing cucumber and peeling apples and bananas. Whilst completing this task, pupils learn to handle and control simple tools properly. Pupils have been provided with a satisfactory range of opportunities to design, make and evaluate a broad variety of products. Pupils show an appropriate awareness of the suitability of different materials and join the materials effectively using different methods. The pupils are however more secure in the making element. Pupils continue to make satisfactory progress at Key Stage 2 and standards by the end of Year 6 remain in line with national expectations. Pupils in Year 6 improved their understanding of the structure of footwear when they made slippers. They researched styles of slippers using commercial pairs and based their designs on what they found out. They used a number of techniques in a satisfactory manner to join the different parts, including sewing and sticking. They evaluated the development of their slippers in terms of how well the making process developed and what they found difficult or easy. Pupils in Year 4 have made some accurate and realistic models of Viking boats in connection with their history topic. These are well constructed and accurate in detail. Pupils are provided with opportunities to take part in food technology activities which enhances their knowledge of what constitutes a healthy diet. At both key stages pupils gain good experience of working with a variety of materials, tools, and of different ways of joining parts together, including gluing and sewing. They have ample opportunities to work on the finishing of their models so that they are realistic. A weakness common to all design and technology projects seen during the inspection is the quality of the design plans. Pupils prepare these on blank pieces of paper and receive insufficient guidance, in the form of a 'design frame' for example. The quality of pupils' designs varies in both detail and usefulness and they do not provide a sufficiently useful tool on which pupils can base their work.
114. The quality of teaching and learning is satisfactory. The teaching stresses the important link between the product and its intended use. This really sets the pupils thinking about which materials and fastenings will be the most appropriate. The finished products are always of at least a satisfactory standard, with the higher attainers producing work of a good standard. Often teachers draw pupils' attention to the need to use their mathematical and scientific skills to help produce a better finished product. Pupils enjoy design and technology, and are interested and behave well. This is a result of the practical nature of the tasks, which they find stimulating and challenging. Teachers are generally knowledgeable in supporting pupils' skills development, but less so in providing guidance in the design component. Teachers do encourage on-going evaluation and improvement. For example, in Year 6 pupils compared the dimensions of their feet with the pattern for a slipper which was intended to fit them. They found that it was too small because there had to be a number of seam allowances in the material. Appropriate adjustments were made. When pupils had cut up their food items, the slices of

cucumber were judged to be unsuitable for sandwich making because they were too thick. Teachers support the evaluation and improvement part of the work well.

115. The curriculum in design and technology and related assessment procedures have been recently developed from government guidelines and are satisfactory. Cross-curricular links with history and some other subjects are good. The subject is satisfactorily managed by the new enthusiastic curriculum co-ordinator, who has some good ideas about how to further develop the subject, including the development of procedures to monitor the quality of teaching and learning through lesson observations and an evaluation of pupils' work. Such procedures are not yet in place to help improve standards further. At the time of the previous inspection resources were judged to be barely satisfactory and inaccessible. The new curriculum co-ordinator has re-organised and improved these. They are now good.

GEOGRAPHY

116. Standards in geography at the end of both key stages are in line with national expectations. Pupils of all abilities including those with special educational needs make satisfactory progress through the school. Standards and progress are similar to the previous inspection. A strong feature of the provision is the continued use made of visits to teach important mapping and enquiry skills about places.
117. By the end of Year 2, pupils' knowledge and understanding of their seaside visit and the local area are used very productively to compare the two places and describe the physical and human features. Pupils develop their mapping and enquiry skills well by matching photographs with the features they see on the seaside and local map. They have a satisfactory understanding of why the seaside town has a lifeboat station and beach huts and why they are not needed in their local area. They also know why both places have the same kinds of shops, services and buildings. A good range of resources is used in the classroom to extend the pupils' enquiry skills and purposeful links are made with other areas of the curriculum to keep interest levels high. For example pupils have looked at both the seaside and their own local area 'now' and 'then' and have drawn and painted their impressions of both areas. This is a good example of combining both history and art and also developing an understanding of the environment and how different places have changed over time. In these lessons the teacher uses every opportunity for language development so that pupils become better at describing and recording what they see and use the correct geographical language.
118. In Years 1 and 2, pupils have gained a satisfactory knowledge of places at home and further afield through their travels with Barnaby Bear'. Routes to different places are followed on a map and a few of the pupils bring postcards or keep a diary of their visits to share with the rest of the class. Several of the staff have made very interesting scrapbooks of their visits, which the pupils are very keen to read. However the value of a topic such as this depends a lot on the involvement of parents to bring back information, which is not always forthcoming.
119. By the end of Year 6, pupils have covered a satisfactory range of work, which is considerably enhanced by visits. Pupils' awareness of environmental issues and the way in which physical and human features occur is extended well through opportunities to debate both national and local issues. Recent traffic calming measures in the local area have provoked a lot of useful discussion. During their residential visit to Whitby this term, the pupils in Year 6 spent a considerable amount of time developing their mapping and enquiry skills through fieldwork and these are of a satisfactory standard. A detailed and successful study was made of land use and how features of the locality influence human

activity. A traffic survey was also done to consider the environmental issues of increased traffic in the area. Back at school the pupils use maps, photographs and other resources in an effective manner to answer well the challenging questions set for them by the teacher. Their skills in using maps are at an appropriate level and most recognise correctly the important symbols and features such as roads, churches, the post office and parking.

120. The recent focus on the World Cup in Key Stage 2 has helped to extend pupils' knowledge and understanding of places around the world. Year 5 pupils are currently using the Internet to carry out research into different cities of the world. This is being covered in more depth and detail than the previous topic on world weather and pupils are gaining a good understanding of how cities compare and contrast with one another. Information and communication technology is also being used well to support a litter survey in Years 3 and 4. Pupils have already presented their findings in graph form after carrying out their survey and are now considering ways of improving the litter problem in and around the school. As well as continuing to utilise the benefits of information and control technology for research purposes, books should also be used more widely, especially in those topics that are not linked to visits, so that pupils can continue to develop their enquiry skills and develop as independent learners.
121. The attitudes, behaviour and personal development of the pupils are satisfactory. Because much of the work planned by the teachers has a practical focus, there are lots of opportunities for pupils to work together independently and show initiative. While most pupils respond well with positive attitudes to the high expectations set for behaviour by the teachers, there are a small number of pupils who are reluctant to accept the patterns of behaviour that are normal in the rest of the school. This was clearly seen during the survey of litter in the playground. The teacher had to keep a very tight control on the movements of a few pupils in Year 4 and repeat the task to them more than once, as they were not always listening. The school sees clearly the social benefits of taking pupils on visits, but reluctantly in extreme cases of anti social behaviour, one or two pupils are excluded from these visits.
122. The quality of teaching is satisfactory throughout the school and with some good features in Key Stage 1. There is a good climate for learning through visits, which are used successfully to teach important enquiry skills. Further development is needed in a few other topics to raise the expectations of what pupils can achieve. However in most lessons the pace of learning is good and probing questions are used to challenge the pupils well. Teaching is effective when good use is made of support staff. In the mixed age class in Key Stage 1, the teaching assistant was used very effectively to support the Year 1 pupils with their separate task on their visit to the seaside. Computers are being used well to enhance the subject and in Year 4, pupils in their physical education lesson follow maps accurately for their orienteering task on the field. Although pupils communicate their findings well through their writing, charts and graph work, there are some missed opportunities to improve the grammar and punctuation of pupils' writing through geography in Key Stage 1.
123. Leadership and management of the subject are satisfactory. The co-ordinator is new to the subject, but already has a good awareness of the strengths and weaknesses in provision and has outlined areas for further development in her action plan. Assessment is an area for improvement as there are no formal procedures in place at the moment. Planning and resources have both been updated recently to incorporate some topics from the national guidelines for geography. There has been no monitoring of the teaching and learning through classroom observation or an examination of pupils' work, but this is an area that has also been identified for further development. It is needed to ensure a

more detailed and challenging study of a few topics to bring them up to the same good quality as the field trip based topics.

HISTORY

124. Since the last inspection, pupils' standards of attainment have remained in line with national expectations at the end of Years 2 and 6. The progress made by all pupils, including those with special educational needs, is satisfactory.
125. By the end of Year 2, pupils know the names of some important figures from the past, such as Guy Fawkes, and tell the story of what he did. They have a satisfactory knowledge about other famous people like Florence Nightingale, and what effect they had on the future. Pupils relate these events to the present day and understand the links between then and now. Pupils' sense of chronology is satisfactory. They use historical language such as past and present appropriately and understand how peoples' lives change over time. For example, in a Year 1 lesson on holidays at the seaside, pupils used a good selection of pictures to identify things that have changed and those aspects they think have remained the same. In this exercise they gained satisfactory early skills in historical enquiry and gained useful information on how things change over time.
126. Pupils continue to make satisfactory progress at Key Stage 2 and standards remain in line with national expectations by the end of Year 6. In Year 3, pupils learn about the invading Vikings and the Romans. They build a satisfactory knowledge about the invasion and how these people changed the course of British history, by bringing in their own cultures. In Year 5, pupils learn about the Second World War. They have a sound knowledge of how the war started, about the Blitz on Britain and what it was like to be an evacuee. They compare many features of life then with their own lives now, such as the price of different items in shops. They use this knowledge and understanding to look at more recent changes and Year 6 pupils look at Britain since the war. They look at how clothes have changed; how music has changed, and carry out a focused study on the life of John Lennon. These studies help them gain a satisfactory understanding of how the world has developed into what it is today. Pupils are provided with opportunities to carry out research tasks on the computer and make good quality PowerPoint presentations. Not enough opportunities however are provided for pupils to undertake personal study and research using books, which hinders their ability to develop as independent learners. Pupils have a satisfactory awareness that there are different sources of evidence to tell us about the past. Whilst pupils have built up a satisfactory level of historical knowledge, they are less secure in historical interpretations and in understanding why in history people acted as they did.
127. Teaching and learning in history are satisfactory. Lessons are well planned and teachers provide an appropriate range of information for pupils. Teachers provide a good range of photographs and other historical artefacts to help motivate and enthuse the pupils. Visits to places such as York Minster and to a recreated house of a hundred years ago, and visitors all effectively enrich activities in lessons. They also make a good contribution to pupils' cultural development. Teachers use focused questions and guided discussion to develop pupils' knowledge and understanding of the past. The majority of pupils enjoy the subject and settle down quickly and with good levels of productivity to the tasks that are set for them. There are however a number of pupils who do not behave in an appropriate manner and show an indifference to learning. This prevents learning from being stronger. Teachers' subject knowledge is secure and they use this to good effect to motivate the pupils, but again some pupils do not respond to the lively and enthusiastic teaching. Good examples of the subject being used to enhance pupils' writing skills were observed during the inspection, but this good practice is not as consistent as it could be. Teachers

use the subject well to develop pupils' speaking and listening skills and capitalise on many opportunities to engage in discussions, debates and role play about historical events.

128. Leadership and management of the subject is at present satisfactory but over time the subject has not been given a high priority. Documentation to support teaching and learning in the subject is following national guidance and is currently ensuring that all elements of the subject are taught in sufficient depth and that pupils' prior knowledge is built on and developed. The co-ordinator has a good grasp of the areas that need to be tackled, which include the development of more formal procedures to track pupils' progress and for more rigorous procedures to be put in place to monitor teaching and learning across the school. The co-ordinator monitors teachers' planning but there is no formal monitoring of lessons or of pupils' work to help improve provision and standards in the subject. Resources in history are satisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

129. Standards in information and communication technology are at the nationally expected level at the end of Years 2 and 6. There are however areas of the subject where standards are above the expected level. The school has invested a great deal of time, effort and resources in improving the provision that is made for the subject. These endeavours have paid dividends as the consistently good quality of teaching, the very good level of resources and the well-planned curriculum mean that pupils of all ages and abilities are currently making good progress and achieving well. The reason why standards are not at a higher level is because the very well equipped computer suite which is used well to directly teach a good range of computer skills has only been in use for a relatively short time and so the quality of provision and teaching has not always been at the present level. Nevertheless pupils are now gaining new skills and knowledge at a good rate, good use is being made of information and communication technology to support learning in other subjects of the curriculum and consequently pupils are quickly filling any gaps in their previous learning. Improvement since the last inspection has been good and inspection evidence indicates that improvement and development in the subject is set to continue at a good pace.
130. Standards by the end of Year 2 are at an expected level overall with some stronger elements. Pupils know and understand well that computers respond to instructions. Pupils confidently name items of computer equipment such as screen, mouse and icons. They successfully use a keyboard to type and assemble text when writing information about holidays, with the more able pupils putting together more complex sentences. Pupils confidently correct mistakes using the backspace key. Pupils perform at a good level when presenting work in different formats including text, tables and other images. Another strength is the manner in which pupils independently access the menu to print and where necessary save their work. Pupils successfully undertake simple modelling activities, exploring aspects of real and imaginary situations on the screen. Pupils in year 2 are beginning to merge text and pictures when producing work about a recent trip to Filey. Pupils readily give instructions to a programmable toy to make it move over varying distances. Pupils are less secure of the applications and uses of information and communication technology in the wider world.
131. Pupils continue to make good progress in their learning at Key Stage 2. Pupils by the end of Year 6 show good skills in word processing, in editing their work and in changing the font, colour and size of text. Pupils devise multimedia presentations to support their work in history. These are of a good standard. Good use is made of computers across the key stage to support work in other areas of the curriculum such as in writing newspaper

articles in English, recording results in science, solving different mathematical problems using commercial software, writing alternative endings to fairy tales and creating pictures in art and design in the style of Mondrian. Pupils often carry out these tasks well. Pupils have good modelling skills, for example when producing plans of the classroom and are confident in the use of spreadsheets and interrogating databases. Younger pupils present information collected from litter surveys in varying formats such as tables, graphs and pie charts. Pupils use the Internet, for example, to find out information about different cities they are studying in geography in order to produce a tourist information sheet. Pupils experience more difficulty in selecting relevant information when confronted with the vast array of information on the Internet and are not secure yet in the benefits of or the sending of electronic mail.

132. The quality of teaching and learning are good. Teaching is good across the school. Teachers have benefited from good quality training which has increased their confidence, knowledge and expertise. A strength of the teaching is that teachers directly teach specific skills across the different elements of the subject and then provide opportunities for pupils to put the skills to effective use in meaningful and relevant tasks. Planning is good with references made to the development of specific technical language which the pupils are now beginning to use when they talk about the work that they have completed. Whether teaching about the use of the Internet, creating geometrical shapes, or creating multimedia presentations, teachers make good use of the interactive whiteboard as a teaching aid which means that all pupils can see immediately what they have to do on their own machines. This enables teaching and learning to move on at a good pace. Teaching is not over directive and pupils are given opportunities to try and work things out for themselves with well timed interventions when necessary. The co-ordinator is building in slots for the older pupils to have literacy and numeracy lessons in the computer suite so that the best and most effective use can be made of the available resources. In most lessons teachers manage the pupils well and ensure that all pupils are paying sufficient attention before making relevant and important teaching points. Occasionally this is not the case and as a result pupils are not sure what they need to do and this slows the pace of the lesson. Pupils' attitudes and behaviour are usually of a good standard and this adds to the quality of learning. Pupils enjoy working on the computers and are keen to advance their knowledge and skills. The co-ordinator has set up a very good "buddy system," whereby she provides additional tutoring to competent computer users during lunchtime. These pupils are then able to help less confident classmates. This has proved effective for all pupils with the higher attainers advancing their skills and the less confident pupils' learning also being advanced because they do not have to wait long for help.
133. The subject is well led. The co-ordinator is very knowledgeable and has a very good grasp of the strengths and areas for development in the subject. She ensures that good use is made of the computer suite through effective timetabling and by making sure that resources such as digital cameras are well used. Training provision has been good. The co-ordinator monitors planning and has developed a good policy for ensuring that computers are used well to support learning in other areas of the curriculum. Plans are already in hand to ensure that the co-ordinator is provided with opportunities to formally monitor teaching and learning across the school. Assessment procedures that the co-ordinator has developed with other teachers in the Local Education authority are to be introduced in September. The co-ordinator has identified the need to improve pupils' ability to use electronic mail and to set up a portfolio of moderated pupils' work to support the process of assessment. These are appropriate and accurate areas for development. All Key Stage 2 pupils have supervised access to computers at lunchtime, which they use well to develop their skills. The school has an appropriate policy in place regarding pupil access to the Internet which the school ensures parents sign. The school also benefits from the very good help and guidance provided by a computer technician who

provides technical assistance and has set up an excellent system for the cataloguing of resources, both of which add much to the quality of pupils' learning.

MUSIC

134. The standards in music at the end of both key stages are in line with national expectations in all aspects of music and progress is currently good for all pupils including those with special educational needs. Although the school is without a permanent co-ordinator at the moment, the profile of music is still quite high. This is due to the successful efforts of a temporary subject leader and the good contribution made by the headteacher to singing practices in Key Stage 2. A new scheme of work has recently been introduced to support those few teachers who lack some confidence in their subject knowledge and understanding. An advanced skills teacher is working very effectively with the pupils and teachers in Years 4 and 5, to address some weaknesses in composition and appraisal that were identified at the last inspection. Instrumental teaching for a small number of pupils has been maintained and the clubs for choir and recorders, although postponed for the moment, will resume next term when a new co-ordinator for music takes up her position in the school. These initiatives are helping pupils to achieve well and enjoy their music making. Improvement since the last inspection has been good.
135. By the end of Year 2, pupils listen well to a wide range of music from different times and countries. They are learning the correct musical language, identifying the sounds made by the instruments of the orchestra and are beginning to say which kinds of music they prefer. As well as listening to music in assemblies, there is also a regular 'Arts Week' in school where pupils hear a variety of live music from jazz to classics and attend workshops to learn more about the different instruments that musicians play. The singing is generally tuneful, although in assemblies a few pupils shout when they know the song well and this spoils the tone at times. Sometimes there is not enough focus in the singing practice in extending the quality of singing, so that pupils vary the dynamics and have some awareness of phrasing. Good opportunities are made for the pupils to develop their skills in composition. They often use percussion instruments and their bodies to make the sound effects for the different machines and noises they hear around them. This activity is made more meaningful by going on a listening walk first around the local area. Tuned percussion instruments have also been used for composing water music together.
136. By the end of Year 6, pupils continue to develop and enjoy their singing, playing and appraisal. The tone of the singing improves to include more attention to phrasing and dynamics. There is a good focus during the singing session on improving the quality of singing by practising areas of weakness and making sure that all pupils take part and listen carefully. This was clearly demonstrated when the pupils sang in rounds and tried to maintain their own parts. Although unsure at first, the good teaching enabled most pupils to maintain their own part well and achieve a reasonable balance by the end of the lesson. The songs chosen are challenging and varied, exploring different countries and giving pupils the opportunity to gain greater rhythmic variety in their singing. Pupils have the chance to perform regularly at concerts, musicals and assemblies. The pupils in Year 6 are currently practising for their forthcoming performance of Aladdin. Pupils' skills in composition are satisfactory and the good range of percussion instruments is used well to support this aspect of music. The pupils in Year 6 can with some initial help compose an imaginative melody with an ostinato. Further planned work will focus on assessing the quality of their compositions and suggesting improvements to their own and others' work which at present is not as strong as some other aspects of the subject.

137. The quality of teaching is good at both key stages. Pupils' attitudes and behaviour are satisfactory. The advanced skills teacher who has an excellent musical knowledge and understanding, challenges the pupils in Years 5 and 6 very well in developing their compositional skills and making good gains in their learning. However this very skilled teacher and the headteacher who takes the successful singing practice at Key Stage 2 have to work hard to gain the attention of all of the pupils. Quite a few of the pupils in the school are not always eager to listen and learn and teachers have to use effective management techniques together with very enthusiastic teaching styles to capture and maintain the interest of the pupils. Teaching ensures that opportunities have been made recently to introduce computers into the music curriculum in order to widen research and compositional skills. The pupils in Year 3 are using a program to extend their skills in composition, while the pupils in Year 6 carry out some research into the life of Mozart after listening to a group of musicians playing his compositions in school. Good links are made with drama through the regular productions that take place in the school. The manner in which the subject is taught means that it makes an effective contribution to pupils' spiritual, moral, social and cultural development.
138. Although some informal procedures are in place to assess the progress being made in music, the use of assessment to guide the teaching and learning is underdeveloped. There has also been no recent monitoring of the teaching and learning although planning is carefully checked. The capacity for further improvement is good with the appointment of a new co-ordinator and further planned support from the advanced skills teacher for the teaching staff and pupils in Years 3 and 4. Resources in music are good and this adds a further dimension to the quality of pupils' learning and their musical experiences. Learning is further advanced by the good range and quality of extra-curricular musical activities which take place both at lunchtimes and after school.

PHYSICAL EDUCATION

139. By the end of Year 2 and Year 6, pupils attain standards which are above average. The high priority given to teaching children to swim from an early age, and continuing lessons throughout the school from Year 1, ensure standards in swimming will exceed the expected level. All children can swim by the time they leave school, and many pupils qualify for external certificates and awards. This shows a good improvement since the last inspection, maintaining good standards and developing the curriculum to take account of Curriculum 2000. This is extending the provision to develop outdoor activities such as orienteering. Work observed in the inspection was limited to dance in Year 2 and games and orienteering in Year 4 to Year 6. However, planning indicates that there is good coverage of all other aspects of the physical education curriculum with clear guidance to provide for the progressive teaching of skills for each year group.
140. The progress for all pupils is good across both key stages. Good teaching, effective use of good quality resources, the spacious outdoor accommodation and the enthusiasm of teachers who give generously of their time in a very good range of extra-curricular activities enable all pupils to achieve well. Good provision for pupils with special educational needs, for example using a hearing loop or enforcing the behaviour code consistently, enables them to make good progress.
141. By the end of Year 2, pupils demonstrate a good understanding of the effect of exercise on their bodies and appreciate the need for warm up activities before strenuous activity. In a dance lesson, pupils demonstrate good co-ordination as they interpret the sound and effect of different waves through a good choice and range of movements. They scrutinise the teacher's demonstrations carefully in order to improve their own work. They evaluate the work of others in the class and make sensible suggestions for improvement, for example, one pupil noted that one group needed to be quieter on their

toes when interpreting the movement of gentle waves. They practise their dance effectively to ensure it is ready for a performance in assembly.

142. By the end of Year 6, pupils show a good understanding of the benefits of exercise and its effect on the body. They demonstrate a good level of skills with bat and ball in cricket and rounders lessons, and their success in netball and football tournaments reflects the good standards achieved in these sports. There are good community links as local businesses sponsor the purchase of team kits. Pupils show a good appreciation of tactics as they vary the pace and height of the ball as they bowl in cricket and show considerable agility as they catch the ball to dismiss an opponent. They respond well to coaching points made by the teacher to improve their fielding tactics and take note of good batting skills demonstrated by other class members. Higher attaining pupils have achieved advanced awards for life saving, distance swims and water skills. Pupils learn the skills necessary to participate successfully in cross-country running and the annual residential trip provides good opportunities to experience a range of challenging outdoor and adventurous activities. The school benefits from a large playing field and this is used well to develop a range of activities including orienteering.
143. The quality of teaching and learning is generally good. The vast majority of pupils enjoy physical education and participate enthusiastically in lessons. However, a significant minority of pupils find it difficult to exercise self-control. The school's procedures and code of conduct are usually, but not always, applied consistently. When the procedures are implemented well, pupils appreciate the consequences of their actions and do not disrupt the enjoyment and learning of other pupils. The good emphasis placed on the direct teaching of skills enables pupils to develop their techniques and performance well. This was seen in a Year 5 lesson when clear instructions and demonstration of bowling improved pupils' skills. Good class management strategies help to provide a positive learning environment despite the real potential for disruption from some boys. The teachers' no-nonsense approach to discipline, "If you don't listen you lose playing time", keeps disruptions to a minimum. However, the lack of self-control of a small minority occasionally reduces the effectiveness of the good teaching. Teachers show a good knowledge of the subject, for example in giving coaching hints regarding the direction pupils should point the bat, and this improves pupils' learning. Simple assessment procedures are used effectively to note any areas of strength or difficulty and to check pupils' progress. Learning is enriched by the good contributions from visiting specialist sports and gymnastics coaches and from a performing arts group and this helps to raise standards.
144. The subject is managed in a satisfactory manner. Planning is monitored regularly to check for coverage and progression in the curriculum, though there has not yet been an opportunity to monitor teaching and learning in class in order to improve standards and provision still further. There is a good range of resources to support learning and a good range of activities outside the classroom enriches the curriculum and helps to raise standards.

RELIGIOUS EDUCATION

145. Standards of attainment at the end of Year 2 are in line with those expected in the syllabus used in local schools. Pupils achieve well and make good progress as they move through the key stage. Pupils with special educational needs receive appropriate support from teachers and learning support assistants and as a result they also make good progress. By the end of Year 6 pupils attain at a higher level than expected because of the quality of teaching and opportunities to write about and discuss major world religions. All pupils at Key Stage 2, including those with special educational needs

achieve well and make good progress in their learning. There is no significant difference in attainment between boys and girls in either key stage. The school has made good progress since the previous inspection in maintaining standards and ensuring that there are no longer any undemanding lessons.

146. Pupils in Year 2 record the work they have carried out both in words and in pictures. When given opportunities they take part in periods of quietness and stillness, illustrated very well in collective acts of worship. They talk about feelings in an appropriate manner using words such as happy and sad. Pupils understand well that there are times that are special to them and also times like Christmas and Easter that are special to many people. Pupils show a good understanding of places of worship. They know that there are stories connected with religions including Joseph and his coat of many colours. There is a developing understanding of the prayer rituals of the Hindu faith. Pupils find it difficult to express and respond to questions that arise from reflecting on themselves, others and the natural world.
147. By the end of Year 6, pupils show a good understanding of the religions they have studied, with a particularly good understanding of Christianity and Hinduism. Pupils are not as confident in relating religious principles to their own and others lives. In Christianity pupils understand the significance of Baptism as a rite of passage in the faith. They have a good understanding of the fact that there are differences within faith groups, for example between Anglicans and the Society of Friends. There is good understanding of the use of symbols, for example the cross in Christianity and the 'Star of David' in Judaism. Pupils understand that there are different creation stories including the Hindu belief that Brahma created the universe and the Jewish/Christian belief that God created the world. They recognise the similarities and differences between different faith groups. Most pupils show a readiness to listen to the beliefs and thoughts of others and show them respect but a small minority do not and this is reflected by their unwillingness to take part in discussion sessions.
148. The quality of teaching is good overall. All lessons are effectively planned following the syllabus used in local schools. Where teaching is satisfactory the pace of lessons is inconsistent and opportunities to develop literacy skills, particularly of pupils with special educational needs are not always fully exploited. Where teaching is very good there are high expectations of behaviour, pupils know exactly what they are to learn and the pace of the lessons is brisk. A good balance is struck between imparting knowledge and providing opportunities to discuss differing beliefs and traditions and for exploring one's own feelings. Teachers make lessons interesting by using resources and artefacts effectively. Pupils understand about Hindu worship because shrines are set up in the classroom and they are encouraged to join in a Hindu prayer session. In good teaching in Year 5, a video was used effectively to illustrate both life in the times of Jesus and how modern day Christians respond to Jesus. In another Year 5 lesson, the teacher paid very good attention to the importance of respecting the views of others. Outside speakers, for example from 'York Schools and Youth Trust' (YoYo) work with teachers and lead sessions with older pupils and this has a very beneficial effect on learning. Marking is satisfactory and its positive nature helps to improve self-esteem but some teachers miss opportunities to use marking to set challenging questions. The majority of pupils respond well to the good quality of teaching but a small but significant minority have unsatisfactory attitudes. Attitudes vary across the school, in parallel lessons with Year 5 pupils one group responded very well in the discussion session; while in the other class very few pupils were willing to contribute despite the hard work of the teacher to encourage them.
149. Literacy skills are developed effectively in religious education because pupils are given many opportunities to read and write about the topics they are studying. In Year 5 teachers develop note-taking skills particularly well. There is satisfactory use of

information and communication technology. Pupils use computers to make patterns for Joseph's coat and Holi designs. A desktop publishing package was used to make Christmas cards. There are, however, missed opportunities for example by requesting pupils to research faith groups they are studying.

150. The provision for pupils' spiritual, moral, social and cultural development is very good in religious education. Pupils are given time to think and reflect. The use of the Hindu shrine in Years 3 and 4 helps to develop spirituality and gives an insight into other faiths and cultures. Younger pupils learn prayers including the 'Lord's Prayer'. Pupils discuss the moral aspects of stories, for example 'The Good Samaritan'. Work on Mother Teresa and discussions on how to solve the world's problems help Year 5 pupils to develop both moral and social skills and awareness of difficult situations. Study of the major faith groups of the world gives pupils a good understanding of their own and other cultures.
151. There is satisfactory co-ordination of the subject. The co-ordinator quite rightly has delayed updating the policy document until the new syllabus is published later in the year. She has not been provided with opportunities to analyse pupils' work or visit classrooms to monitor teaching and learning. There are satisfactory informal assessment procedures but these are not used to develop step-by-step development of skills as pupils move through the school. Resources are satisfactory overall, the school has recognised that more books for younger pupils would enhance the subject. Visits to Christian places of worship including York Minster and the Friends' Meeting House have a positive effect on developing an understanding of Christianity. There are too few opportunities for the pupils to have first hand experience of other faiths either through visits or visitors to the school.