

INSPECTION REPORT

**RAWSON JUNIOR, INFANT AND NURSERY
SCHOOL**

Boothtown, Halifax

LEA area: Calderdale

Unique reference number: 107477

Headteacher: Mr A M Hiley

Reporting inspector: Steve Bywater
18463

Dates of inspection: 15th to 18th January 2001

Inspection number: 196221

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Rawson Street North Boothtown Road Boothtown Halifax West Yorkshire
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Appropriate authority:	The governing body
Name of chair of governors:	Stuart Holmes
Date of previous inspection:	June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Steve Bywater 18463	Registered inspector	Information and communication technology	What sort of school is it? How high are standards? How well are pupils taught?
Colin Herbert 09652	Lay inspector		How high are standards? (attitudes and behaviour) How well does the school care for its pupils? How well does the school work in partnership with its parents?
Peter Isherwood 20301	Team inspector	Science Design and technology Geography Special educational needs	How good are curricular and other opportunities?
Vivien Wilson 25775	Team inspector	English Music Foundation Stage	
Jo Mitchell 27477	Team inspector	Religious education Art History	
John Foster 21318	Team inspector	Mathematics Physical education	How well is the school led and managed?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in Boothtown, which is approximately two miles north of the centre of Halifax. At the time of the inspection there were 428 full-time pupils aged between 3 and 11 and 39 part-time children in nursery. The school is a larger than average primary school and larger than it was at the time of the previous inspection. Attainment of children on entry is below the normal range expected locally and nationally. Children come from a wide range of social and economic backgrounds. There are very few pupils from ethnic minority groups and no pupils speak English as an additional language. There are 96 pupils on the school's special educational needs register. This is over 21 per cent of the school's pupils and is broadly average when compared to all schools. There are 10 pupils with statements of special educational need and their needs are wide ranging. The percentage of pupils with statements of special educational needs is above average. The uptake of free school meals is around 20 per cent, which is broadly in line with the national average, and about the same proportion of pupils on the free school meals register as identified during the previous inspection.

HOW GOOD THE SCHOOL IS

This is a sound school with many good features and whose strengths far outweigh the weaknesses. Average and lower-attaining pupils make good progress but higher-attaining pupils do not do as well as they should. In comparison with similar schools in 2000, standards in English were average, in mathematics they were above average and in science they were below average. Overall the teaching is effective and supported by good leadership. The school provides satisfactory value for money.

What the school does well

- It has effective leadership.
- It promotes good attitudes, behaviour and relationships amongst pupils.
- It provides well for pupils with special educational needs.
- It cares well for pupils' welfare and promotes very good attendance.
- It builds strong relationships with parents.

What could be improved

- Standards in English, mathematics and science, especially in Key Stage 2.
- The expectations of higher-attaining pupils through the school aims, assessment and planning.
- The effectiveness of teachers' target setting for individual pupils and year groups.
- The personal and cultural development of pupils.
- The outdoor accommodation for children in the reception classes.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

In the three years since the school was last inspected in June 1997 there have been satisfactory improvements overall, although the school has dealt with the key issues with variable success. For example, the school has been highly successful in developing the expertise of staff in the teaching of design and technology has significantly improved pupils' access to information and communication technology resources. Expertise in music has improved but has not yet been transferred into an improved provision within Key Stage 2. The school now makes good use of the full range of assessment information to gauge the effectiveness of the school but has not yet extended the process of target setting for individual pupils. The mental agility of Key Stage 2 pupils in their use of number has improved. Satisfactory procedures for the assessment of pupils at the end of each key stage have been implemented in all subjects. The curriculum has improved and a major success has been improving pupils' attendance so that it is well above the national average. Teaching quality and the provision for pupils' spiritual and moral development and those with special educational need have been maintained. This has resulted in the maintaining of pupils' good attitudes and behaviour.

STANDARDS

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

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

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

In the 2000 national tests for 11 year olds, pupils' performance in English was below the national average, in mathematics it was close to the national average and pupils' performance in science was well below the national average. When compared with similar schools standards were average in English, above average in mathematics and below average in science.

By the end of their time in the reception classes, most children are achieving at the levels normally expected for their age. The full range of inspection evidence shows that at the age of seven, pupils' standards in speaking and listening, reading, writing, mathematics and science are in line with national expectations. In Key Stage 2, standards in English, mathematics and science are below national expectations and higher-attaining pupils are not being challenged as well as they should be. The school has done very well in improving pupils' skills in information and communication technology. By the end of both key stages standards achieved by pupils are in line with national expectations. In art, design and technology, geography, history and physical education standards are in line with national expectations at the end of both key stages. In religious education pupils meet the expectations of the local guidelines. Standards in music are in line with national expectations at the end of Key Stage 1, but below national expectations at the end of Key Stage 2. This is because pupils are not given sufficient opportunities to listen to and discuss music or to compose and perform their own music.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have a good attitude towards their work and the school. They are eager learners and try hard to do their best.
Behaviour, in and out of classrooms	Behaviour in and around school is good overall and often very good in Years 5 and 6. Pupils are consistently well mannered and polite.
Personal development and relationships	Relationships are good throughout the school. From the youngest to the oldest, pupils welcome responsibility and respond well to the few opportunities given to them – more opportunities are needed.
Attendance	Very good. Attendance rates are well above the national average. The school has succeeded in improving attendance and punctuality.

TEACHING AND LEARNING

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

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.

Ninety nine per cent of teaching observed was satisfactory or better and 53 per cent was good or better. Twelve per cent was very good and one per cent was unsatisfactory. Teaching of children in the nursery is satisfactory overall, but teaching is good in both reception classes. Teachers and support staff work well as a team, create a warm and secure environment and provide a good range of activities with good resources. Planning in the reception class is good, but the planning of the morning and afternoon sessions in the nursery is the same and does not fully meet the needs of the children attending full time. Teaching in Key Stages 1 and 2 is satisfactory. The teaching of literacy and numeracy skills is satisfactory. Strengths include pupils being actively involved in whole class and group sessions and a good balance in activities that ensure they remain interested. Planning needs to be improved to give pupils more independence and to develop their research skills and original ideas. Higher-attaining pupils are not always given challenging work. Most lessons are well organised and teachers use time and resources efficiently. In the best lessons pupils are motivated and are keen to contribute and their answers to the teachers' searching questions are valued and built upon. Teachers mark pupils work regularly, but whilst some marking praises and rewards effort it often does not lead pupils forward to the next stage of learning. The teaching of pupils with special educational needs is good. Class teachers and support staff are aware of pupils' learning targets and use them well to plan work for pupils, particularly in literacy.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. Overall the curriculum is broad, balanced and relevant to the pupils' needs and interests. Educational visits enhance pupils' knowledge and understanding and there is a limited and narrow range of extra-curricular activities. Booster classes and additional support for literacy and numeracy are planned to raise standards.
Provision for pupils with special educational needs	Good. Pupils' special educational needs are well catered for both by teachers and a large number of hard-working support assistants. Pupils receive effective support and detailed individual education plans are reviewed regularly and enable pupils to make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Pupils' moral and social development is good. Staff provide good role models and effectively promote the principles which govern conduct and behaviour in school. Pupils' spiritual and cultural development is promoted satisfactorily. Pupils develop a good understanding of their own culture through subjects such as history and art, but pupils' knowledge, joy and understanding of other cultures and of music are not as well developed.
How well the school cares for its pupils	Good. There is a strong commitment to the well being of pupils, which is obvious in the day-to-day work of the staff. There are strengths in the procedures to promote attendance and good behaviour. Assessment procedures are developing well, but they are not being used accurately enough to prepare projected targets for the school, for tracking the progress of individuals and planning pupils' work.

Parents and carers are very positive about the school. The participation and contribution of a small number of parents/carers in the classroom has a positive impact on the day-to-day life 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 effective headteacher and deputy headteacher have been instrumental in developing a school ethos which strongly supports learning. They provide clear educational direction to the school and high commitment by all staff leads to a strong sense of teamwork.
How well the governors fulfil their responsibilities	The business of the governing body is efficiently conducted and statutory requirements are met. Governors help to shape the direction of the school through their involvement in development planning and the approval of key policies. They support the school well and have a satisfactory understanding of its strengths and weaknesses.
The school's evaluation of its performance	The school has evaluated its performance satisfactorily. It has successfully identified strengths and areas of development and has used the information well in drawing up the school development plan.
The strategic use of resources	Satisfactory. The school's spending and plans for the use of the surplus funds support the priorities expressed in its aims and school development plan. Governors are conversant with the principles of best value and apply these principles soundly to ensure that effective use is made of resources. More care is needed to ensure higher-attaining pupils are stretched more.

The school is staffed with well-qualified and dedicated teachers and has a generous number of support staff. The accommodation is satisfactory overall but some classrooms are cramped and this makes the organisation of creative and practical subjects such as art difficult. The lack of an enclosed outside play area for reception classes means that the requirements of the Foundation Curriculum cannot be fully met. Learning resources are sufficient and teachers use them well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school and they make good progress. • The teaching is good and the school expects children to work hard and achieve their best. • The school works closely with parents and parents are kept well informed about how their child is getting on. They feel comfortable about approaching the school with questions or a problem. • The school is well led and managed. • The school is helping my child become mature and responsible. • The amount of work pupils do at home. 	<ul style="list-style-type: none"> • The amount of extra-curricular activities.

This table takes into account the views of 18 parents attending a meeting held with the registered inspector prior to the inspection and those expressed in 255 returned questionnaires. The inspection team agrees with the positive views of parents and although it acknowledges that extra-curricular activities are limited and narrow in range, it judges they are satisfactory overall.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The children enter the nursery with levels of attainment that are below those expected for children of this age in language and literacy, mathematics and personal and social development. They make satisfactory progress through the nursery and good progress through the reception classes so that by the time they complete the Foundation Stage¹ at the end of the reception year their personal, emotional and social development is at a level that it expected for children of similar age. They are able to choose their own activities, share equipment and concentrate on a chosen task for short periods of time. They handle books and other equipment with care and take turns when playing games with adults. In language and literacy, mathematics and in their knowledge and understanding of the world, they have reached levels of attainment expected for children of a similar age as well as in the areas of creative and physical development.
2. In English, pupils' standards in the National Curriculum tests of 2000 were well below the national average by the end of Key Stage 1. The percentage of pupils reaching the higher Level 3 was well below average in reading and average in writing compared with that of similar schools. At the end of Key Stage 2 attainment in English was also below nationally expected standards. The recent National Curriculum tests show that the percentage of pupils reaching the higher level was well below the national average. Compared with similar schools, however, their standards in English were close to the average. Over the past four years the school's standards in reading and writing have been erratic, rising and falling whereas results in the tests nationally have shown steady improvement. The reasons for this difference appear to be the result of normal fluctuations in the overall ability of different year groups.
3. In English and mathematics targets are set for standards by the end of Year 6. These are based on the analysis of the assessments made on each year group. Individual tracking of pupils is not yet in place and the school recognises the importance of being more accurate. Since different year groups vary in the numbers of pupils with special educational needs, the numbers of higher-attaining pupils, and the standards reached by the end of Key Stage 1, the targets do not rise steadily each year. They are, however, realistically challenging for each year group. Groups of pupils are identified as needing extra help if they are to reach the targets set and booster classes are organised appropriately.
4. Standards seen during this inspection at the end of Key Stage 1 show some improvement. Pupils of average ability are working at levels similar to those expected for their age. The introduction of the literacy hour and additional sessions each week for the teaching of writing has helped pupils to improve their writing skills. Teachers try to match work to pupils' ability, but do not set sufficiently demanding activities for those with higher ability levels. These pupils are, therefore, achieving lower standards than would be expected. Standards seen in Key Stage 2 are below average and similar to those shown in the national tests.

¹ The Foundation Stage begins when children reach the age of three and ends at the end of the reception class. It is a distinct stage in preparing children for later schooling and is based on six areas of learning. These mainly refer to: communication, language and literacy; mathematical development; and personal, social and emotional development, but also include: knowledge and understanding of the world; and physical and creative development.

5. By the age of 7 and 11 pupils have achieved well by reaching standards in speaking and listening that are similar to other children of their age, especially since standards of speaking and listening are low on entry into the school. Inspection findings show that pupils of average and below average ability attain satisfactory standards in reading by the time they are 7 and 11, although reading exercises to extend the skills of the higher ability pupils are not always suitable; often consisting of repetition rather than increased challenge. Above average pupils scan text to find information, but their library skills are not sufficiently well developed and opportunities for independent research are limited. Although the extra teaching time is beginning to have a positive effect on pupils' writing, it is not leading to sufficiently high standards from pupils with higher ability. This is because teachers are not identifying the needs of these pupils accurately. They are not using their assessment of pupils' work to plan appropriately for the next stage. Consequently, pupils do not achieve as much as would be expected in their learning and standards in writing are still below average by the end of Key Stage 2 in terms of punctuation, vocabulary and sentence structure. There is not sufficient improvement evident as pupils' progress through the school.
6. In the 2000 national tests for seven-year-olds in mathematics, pupils' attainment was well below the national average. This was because of the very small percentage of pupils attaining the higher Level 3. This bears a close correlation to the attainment levels of pupils when they enter the school and the progress they make in the Foundation Stage and throughout their infant years. In the 2000 national tests for pupils aged 11 the results were improved over the previous two years and were in line with the national average when compared to all schools and above average when compared to similar schools. Over the past four years, however, pupils' results have been variable. In 1997, they achieved levels in line with the national average. Pupils' achievement fell in 1998 to well below average and in the next two years attainment rose to below average and in 2000 to being in line with national averages. The main reason for the higher attainment levels in 2000 was the larger than usual percentage of pupils who achieved the higher Level 5, which was close to that achieved nationally.
7. Inspection evidence indicates that pupils at the end of Key Stage 1 attain levels in line with those expected. However, whilst the development of learning about number is positive, there is insufficient emphasis placed on the development of skills in understanding and using measures and learning about shape. The current Year 6 pupils achieve levels below those expected nationally. With the introduction of 'Booster classes' for the Year 6 pupils, it is likely that by the time they leave the school many will achieve the expected Level 4, although the percentage of pupils reaching the higher Level 5 will be below the national average. In Key Stage 2, pupils make satisfactory progress.
8. Pupils apply their literacy skills satisfactorily across the curriculum. For example, pupils skim and scan documents in their research for history topics and write accounts about other countries in their geography work. However, there are too many occasions when the same worksheets are given to all pupils in the class. This does not challenge the higher-attaining and is often more of a handwriting exercise than a demanding reading or writing experience. Numeracy is used satisfactorily in other subjects. In science lessons, for example, they make graphs of the findings in their experiments. In a Year 3 lesson, pupils created sets of magnetic and non-magnetic items they found. In geography some pupils begin to recognise and use scale. In design and technology lessons pupils measure materials before cutting them to make their models.

9. The 2000 teacher assessments in science show that while the majority of pupils reach the expected level for seven year olds, the number doing so is below the national average. The number reaching higher than expected levels was well below the national average. When compared to similar schools the number attaining the expected level is average. The inspection evidence confirms these assessments. Attainment is just below the national average at the expected level, but few pupils are attaining at higher levels. In Key Stage 2 the 2000 national tests show that attainment in science at the age of 11 years was well below average when compared to all schools and below average when compared to similar schools. The school's standards fell in 1998, but they have improved since then. The school have introduced a new scheme of work, changed the frequency of lessons and started to analyse areas of weakness. These improvements have started to have a positive effect and standards have started to rise, although they have not yet raised standards to average levels. Inspection evidence shows that standards of attainment are below average at the age of 11 years. The school is not using the assessment information fully to ensure that work is set at the correct level for every group of pupils in every lesson.
10. The school is now addressing the issues and in the last year has made satisfactory progress. Pupils in both key stages are achieving satisfactorily overall. During the inspection week work was set at different levels for each group and higher attainers were suitably challenged. Scrutiny of previous work shows that in the past the work set often did not challenge the higher-attaining pupils.
11. In Key Stage 1 the pupils have a good understanding of life processes and of materials and their properties. Scientific knowledge is developed by the use of experiments. However, teachers do not always stretch the higher-attaining pupils; work is often set at the same level for all the class and as a result the higher-attaining pupils do not get a chance to develop their investigative skills fully. In work on forces and motions, pupils have a good understanding of light and simple electrical circuits, but many pupils are uncertain about why things speed up, slow down or change direction. Their understanding of sound is not as well developed. In Key Stage 2, many experiments and investigations are teacher led and there are too few opportunities for pupils to develop their own original ideas. As a result of this the higher-attaining pupils are not always challenged and enquiry skills are not well developed.
12. In information and communication technology, pupils achieve standards which are broadly in line with those expected for their age at the end of both key stages. From their earliest days in school children are familiar and confident in using computers. Pupils are encouraged to be independent and from Year 1 onwards they use programs effectively and save, print or delete their work. Pupils make satisfactory progress in developing their skills, knowledge and understanding of how to communicate and handle information through information and communication technology. For example, they use word processors to present information in different ways for different audiences and their skills in handling data are at the expected levels. Pupils use information on a CD-ROM to provide information to support their topic work.
13. In art, design and technology, history, geography and physical education, pupils at the age of 7 and 11 are attaining in line with expected levels and are achieving satisfactorily. In music, pupils achieve standards which are average for this age group at the age of seven. Attainment by the age of 11, however, is below that expected for this age. While teachers find ready-made radio programmes helpful,

they are not used well enough to develop pupils' musical experience in creating and performing their own music. Apart from occasional opportunities to use a few percussion instruments pupils in Key Stage 2 have not developed their instrument playing ability far beyond the level of Key Stage 1 pupils. Pupils hear recorded music as they go into assembly, but otherwise have few opportunities to listen to music and are not able to name any famous composers. In religious education, attainment of pupils of 7 and 11 is in line with expectations of the local guidelines. In Key Stage 2, however, pupils are taught the basic facts about the traditions and beliefs of other faiths, but there are too few opportunities for pupils to reflect on common values and differences. The emphasis in the teaching is on knowledge of other faiths and too little time is given to comparisons that lead to understanding and respect. The contribution of music and religious education lessons to pupils' spiritual development is, therefore, limited.

14. The majority of pupils on the register of special educational needs have learning difficulties and as a result they attain below the expected levels. In both key stages pupils with special educational needs, whose attainments in reading, writing and mathematics are well below those expected for their age, make good progress. This is a result of work that is well matched to the targets in their education plans and the additional help they get individually and in small groups.

Pupils' attitudes, values and personal development

15. The attitudes of pupils to school and to their learning are good overall and their behaviour in and around school is also good. This positive aspect of school life has been maintained since the last inspection. Parents also have very positive views about behaviour in school. This was clearly reflected in comments that they made at their meeting and through the responses of the large number of parents who completed the questionnaire.
16. When children start the nursery many lack any level of independence and appear lost and bewildered. The practice of forming small pastoral groups ensures that all the children have an adult who they are able to identify with and who they will go to at the beginning of the day to self-register their name in their own area. This helps children to feel secure in such a large nursery. Progress in personal, emotional and social skills continues through the reception class so that by the time they reach the end of the Foundation Stage many children are able to play collaboratively and independently and have developed an enthusiasm to learn. However, some children are still very dependent on the teacher for confirmation of their learning.
17. In classrooms throughout the school the attitude and behaviour of pupils was good or better in 76 per cent of lessons and very good or better in 22 per cent of lessons. In particular, the response of pupils in Key Stage 2 was even higher, with 30 per cent being judged as very good or better. This specifically reflects the quality of teaching in Years 5 and 6. Overall, these standards have a positive impact on pupils' learning. Similar standards of behaviour were observed in the playground, in the dining hall and around school. There are no exclusions from school.
18. Most pupils enjoy coming to school and when given the opportunity are keen to discuss their views in class. For example, in a Year 3 religious education lesson they were talking about The Creation and Adam and Eve. Additionally, in a Year 5 science lesson they were discussing the properties of sand, flour and a sponge and the changes that took place when water was added. A discussion with a group of Year 6 pupils reflected the confidence that they have developed in school. They were able to discuss their views fluently about a variety of subjects concerning school

life. Pupils with special educational needs have positive attitudes to their work and apply themselves well.

19. Relationships between pupils and one another, and pupils and adults, are almost always good and sometimes very good. Pupils collaborate well in lessons and enjoy working together. For example, in a Year 3 literacy lesson, pupils were working in their groups and having sensible discussions with each other about fables and other traditional stories. Additionally, in a Year 5 geography lesson pupils were responding to the high expectations of the teacher as they discussed the key features of Halifax. Pupils play sensibly together in the playground. It was noticeable that in many games boys and girls were involved together. There was no evidence of any unsociable behaviour, racism or bullying. All pupils are consistently polite and well mannered towards visitors. They were keen to approach visitors in school and in the playground to ask if their class would be visited during the day. The quality of these relationships has a positive impact on pupils' learning.
20. The opportunities for pupils to take responsibility in school are limited but nevertheless satisfactory. They have a positive impact on their personal development. Although pupils in Year 6 were observed setting up assembly and older pupils were seen helping younger ones at lunchtime, there are very few other opportunities. In discussion, pupils in Year 6 said that they would like more responsibility such as school prefects or head boy or girl. They expressed their hopes for the move to their secondary schools and their future careers in a mature and understanding way. They clearly demonstrated that they were capable of taking a greater role in school life.
21. Attendance rates have improved considerably since the last inspection. They are now very good and well above national average. The level of unauthorised absence is in line with national average. Almost all pupils arrive at school on time.

HOW WELL ARE PUPILS TAUGHT?

22. The school has maintained the overall quality of teaching which was identified in the last report. Teaching is satisfactory and this results in most pupils making satisfactory progress in their learning. Ninety nine per cent of teaching observed was satisfactory or better and 53 per cent was good or better. A small proportion, 12 per cent, was very good and a small proportion, 1 per cent, was unsatisfactory. Whilst more lessons were good than satisfactory, it is important to stress that teaching judgements are about more than lessons alone. The scrutiny of pupils' work and analysis of teachers' planning identified areas to develop, particularly in the area of providing different and challenging work for pupils of all abilities.
23. Teaching of children in the nursery is satisfactory overall, but teaching is good in both reception classes. The teachers and support staff work well as a team and create a warm and secure environment for children to start their education. Planning in the reception class is good and meets the needs of all children including those with special educational needs. Although planning in the nursery is satisfactory, it is not focused fully enough on what children are expected to learn. The pattern of the morning and afternoon sessions is the same to provide equal opportunities for part time pupils, but this arrangement does not fully meet the needs of the children who are in the nursery fulltime.
24. A positive feature of the teaching in both nursery and reception include the effective way children are welcomed and settled into the classes, given a clear understanding of what is expected of them and helped by the good routines and organisation of

activities to organise themselves independently. This results in children making good progress in their personal, social and emotional development and in these aspects children meet the standards expected of them by the end of the reception year. Good-quality resources are used effectively overall but in the nursery many children play along side each other with little conversation between them. In the reception class teachers ensure that the organisation is such that they allow time to listen and talk to children while they work. This means that they learn a great deal about language and literacy. In the nursery the adults often dominate the conversation so that children are only required to answer with single words or simple statements. The consequence is that children's language skills are slow to develop. Adults provide good role models in their caring relationships with children and with each other. They make good use of praise to encourage children to try hard, to raise their self-esteem and promote their confidence in learning. However, sometimes in the nursery children are hurried through an activity, which limits opportunities for conversation as well as building up pride in their work.

25. At Key Stage 1, the quality of teaching is satisfactory. Of the lessons seen, 59 per cent were good or better, 9 per cent were very good and the rest were satisfactory. No unsatisfactory teaching was seen. At Key Stage 2, 51 per cent of lessons were good or better, 14 per cent were very good, 33 per cent were satisfactory and one unsatisfactory lesson was observed.
26. Overall teachers have secure subject knowledge and there are examples of good and very good teaching in a number of subjects as a result. For example, art teaching in Key Stage 1 and science teaching in upper Key Stage 2 was particularly good. In information and communication technology, most teachers have developed their own knowledge, skills and understanding considerably over the past year and they are much more confident than they were previously. Teachers wisely make good use of a specialist information and communication technology teaching assistant's experience and secure subject knowledge to ensure pupils receive good quality teaching.
27. Since the last inspection several teachers with good musical expertise have been appointed and their singing, keyboard or guitar playing ability is particularly effective in illustrating parts of taped lessons in Key Stage 2 classes. Sadly their skills are not used to the best advantage due to a narrow range of musical experiences which are made available to pupils. Some teachers are less secure in the teaching of religious education and physical education.
28. The teaching of literacy and numeracy skills is satisfactory overall but there are strengths and weaknesses. The introduction of the literacy session in the reception class is effective in developing children's literacy skills. The numeracy strategy is also used well in the reception class as the whole-class session is kept to a length where children are able to concentrate without becoming bored. Children are actively involved in whole class and group sessions and there is a good balance in activities that ensures that children do not sit for periods that are beyond their levels of concentration. In most English lessons many teachers maintain pupils' obvious interest in their work by showing an interest in pupils' suggestions and asking the kinds of questions which encourage pupils' confidence in expressing and developing their ideas. Teachers organise the different elements of a lesson well, planning suitable learning activities. In some English and mathematics lessons the teachers' clear explanations are particularly helpful to average and below average pupils but often take up too much of the lesson and the pace slows. The effect is that pupils lack the time to actively put ideas into practice or develop more independent working skills.

29. The teaching of literacy and numeracy skills in other subjects is satisfactory. For example, in all subjects pupils are given opportunities to read information and record their work in written form. In all classes and in many subjects the pupils use charts and graphs to display their findings. The use of information and communication technology in all subjects is satisfactory. The pupils develop their skills in both information and communication technology and speaking and listening when they interview people who work in school using a tape recorder. Pupils also have opportunities to use CD-ROMs to find out about the areas they are studying and word processors and data handling programs to communicate information.
30. Teachers in the same year groups plan their lessons together to ensure that there is similar work in parallel classes and in the better lessons teachers plan work whereby pupils are offered the greatest challenge according to their ability. For example, in a very good science lesson in Year 6 the work was matched well to all groups of pupils. Pupils with special educational needs received effective additional support and simplified work matched to their needs and this ensured they made good progress. Higher-attaining pupils were given a challenging task of using the computers to find information on food chains.
31. However, many lessons are not planned so well and the scrutiny of work shows that work has not always been set at different levels and higher-attaining pupils have not been fully challenged. In too many lessons the teacher sets all pupils the same work with expectations of different amounts of work completed being the only challenge. On too many occasions teachers in both key stages do not give pupils enough independence to develop individual study and research skills or original ideas and as a result the higher-attaining pupils are not always fully challenged. Much of the recording of work is through copied notes, which give practice in handwriting but presents little challenge.
32. Throughout the school there are good relationships between pupils and between pupils and adults and most teachers display high expectations of behaviour. In most classes pupils react accordingly and this has a positive effect on pupils' learning because teachers are able to concentrate on helping and empowering individuals rather than having to spend an undue amount of time establishing control. In a religious education lesson, the teacher sensitively invited Hindu pupils to share their traditions with the rest of the class. This enhanced the teacher's knowledge as well as bringing a greater depth of understanding about Hinduism for the pupils. In the occasional lesson teachers do not always have the full attention of the class when they start talking and as a result pupils are not always clear what they are going to do. There are times in lower Key Stage 2 lessons when the slow pace of lessons means that pupils become restless and do not respond quickly to teachers' instructions.
33. Most lessons are well organised and teachers use time efficiently. The sensible organisation of splitting the class so that half of a class of pupils are taught information and communication technology whilst the other half have a design and technology lesson ensures that lessons are managed well with pupils being given good opportunities to work individually or in pairs on computers. In many lessons, for example a design and technology lesson about slippers and many history lessons, the teachers use resources imaginatively. In a vibrant history lesson that focused on toys the teacher stimulated interest and motivation by using old black and white photographs and an old doll brought in by a pupil. The background information about the old doll from Russia was particularly well used in developing pupils' understanding of historical evidence and furthered pupils' appreciation of how toys

have changed over a period of time. In the best lessons pupils are motivated, keen to contribute and their answers to the teachers' searching questions are valued and built on.

34. Teachers mark pupils work regularly but the quality of the marking is variable. Marking in the reception classes takes place with the child so that there is oral feedback on their achievements and rewards are immediate and meaningful. For older pupils marking praises and rewards effort, but does not always lead pupils forward to the next stage of learning.
35. There is early identification of special educational need and this ensures that the school addresses learning difficulties as soon as possible. The individual education plans are at least satisfactory and in some classes they are very good. In classes where the plans are very good targets are very specific and this allows the teacher to measure progress accurately and plan further targets to develop learning. There are, however, a number of targets that are a little too general and evaluation of success relies on particular teacher's knowledge of the child. Individual education plans are linked to the English and mathematics elements of the National Curriculum. In a Year 6 individual education plan the target of being able to sequence a story of three events aids the pupils' literacy development. When planning lessons teachers do not always make explicit reference to pupils with special educational needs. In lessons the pupils with special educational needs are well supported both by teachers and support assistants. In a Year 4 mathematics lesson, the very good support provided to two pupils ensured that they made good progress in recognising numbers up to 10 and counting the numbers. The support assistant was able to concentrate on helping the pupils and constantly reinforced learning by asking what the number was and asking pupils to count and recount.
36. Most pupils respond well in the lessons. Their positive attitudes and good behaviour allows teachers to concentrate on helping pupils who have difficulties. Most pupils are interested in what they are doing and persevere with their work. Work is discussed in a mature manner and pupils apply themselves very well. They listen to each other very well and take it in turns to speak. Pupils appreciate the support they are given and they are sufficiently confident to ask questions when unsure about the task. In many lessons pupils were observed supporting each other in a friendly manner. The neatly presented books and worksheets show that pupils clearly take pride in their work. In the better lessons pupils are encouraged to evaluate their own work and that of others. In an art lesson in Year 1 the good evaluation by the pupils as well as by the teacher resulted in pupils being aware of their own learning and identifying how they could improve their work.

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

37. The school offers a satisfactory curriculum to all its pupils: it is broad and balanced. It covers all the subjects of the National Curriculum and religious education, giving appropriate time to each subject. In the Foundation Stage the school plans towards the Early Learning Goals² in all the areas of learning and the curriculum is

² Early Learning Goals - these are expectations for most children to reach by the end of the Foundation Stage. They mainly refer to achievements children make in connection with: communication, language and literacy; mathematical development; personal, social and emotional development; knowledge and understanding of the world; and physical and creative development. There are many goals for each area of learning; for example, in language and literacy pupils should be able to write their own name and other things such as labels and begin to write simple sentences.

satisfactory with the exception of outdoor play for children in the reception classes. The Nationally Literacy and Numeracy Strategies have been satisfactorily introduced by the school and are starting to have a positive effect on learning. Since the last inspection the school has modified planning to yearly planning rather than the previous two-year cycle. The planning covers all areas of the subjects, but teachers are not effectively using the results of tests and assessments to inform their subject planning to ensure work is always set at appropriate levels to meet the needs of all groups of pupils. The science curriculum has been improved recently after a fall in standards. A new scheme of work and adjustments to the timing of lessons as resulted in an improvement in standards.

38. The provision for extra-curricular activities is satisfactory, but the range on offer is limited. The pupils in Key Stage 2 develop their physical and social skills in the football and netball teams. There are opportunities to develop musical skills in the recorder group and school choir. The choir performs outside school and helps to develop community links. Year 6 pupils are able to develop their information and communication technology skills in a computer club. There are no opportunities for pupils to develop their academic skills, for example in homework or study clubs.
39. The school uses educational visits and visitors satisfactorily to support the teaching of the subjects of the curriculum. Historical knowledge and understanding is developed through visits to Bankfield Museum and Shibden Hall and these also enhance the curriculum and consolidate pupils' learning. Residential visits for pupils in Years 5 and 6 to Scarborough and Sutherland Lodge aid their social development. Visits by theatre groups and visits to the theatre develop pupils' learning and cultural awareness.
40. The provision for pupils with special educational needs is good and these standards have been maintained since the last inspection. The school ensures that all pupils with special educational needs receive their full entitlement to a broad and balanced curriculum and this has a positive effect on learning. Pupils with special educational needs are fully included in all aspects of school life. When pupils are taken out of a lesson to receive extra help, this is done sensitively and is well planned to meet particular pupils' needs. The special educational needs Code of Practice³ is fully implemented.
41. The school makes satisfactory provision for the pupils' personal, social and health education. From an early age pupils consider topics such as healthy eating and the effects of different types of food. The school has an effective and sensitive sex education programme; for example, older girls discuss personal matters before going on the residential trips. Drugs awareness is taught both in science and as part of a health education programme. The pupils develop an awareness of the issues involved in drug and alcohol abuse. Visitors to the school and taking part in the 'Health for Life' programme help to develop pupils' personal, social and health education. Year 6 pupils take part in a day's personal and social education exercise run by the local police.
42. The school has developed good links with its immediate community. It makes good use of a number of local places of interest such as local museums where pupils experience the Tudor way of life and a Mining Museum. In their 'Boothtown Project'

³ Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

pupils learn about the inventor of cats' eyes, Percy Shaw, and his local factory. All these links are enjoyed by the pupils and enhance their knowledge and understanding of the world outside their school.

43. A strong partnership has also been developed with the local secondary school and this link ensures that pupils make a smooth transition into Year 7.
44. The school continues to provide well for the pupils' moral and social development as reported at the time of the last inspection, but spiritual and cultural development, though satisfactory, should be developed further.
45. The promotion of pupils' spiritual development is satisfactory. Teachers continue to find opportunities in lessons to help pupils understand the values and beliefs of other people. The school could make better use of assemblies, however, to encourage pupils' spiritual development. Although there is quiet music playing as pupils enter the hall, there is no feeling of this being a 'special' time for worship. Moments for prayer are brief with little time for personal reflection. The way in which teachers value pupils' ideas encourages them to respect each other's thoughts and feelings. Pupils also learn about beliefs held by people from other cultures in their religious education lessons. They consider the differences between attitudes to people today and those in the past. For instance, in a history lesson about Florence Nightingale Year 2 pupils learned that women were not expected to work in hospitals for wounded soldiers.
46. The school is effective in developing pupils' moral values. This is evident in their consistently good behaviour and the courteous, friendly relationships between teachers and children. Pupils are taught the difference between right and wrong and show respect and concern for each other. Lists of sensible rules to remind pupils of the need for good behaviour and courtesy are clearly displayed around the school. Teachers encourage pupils to share the responsibility for creating a harmonious school environment by helping them to draw up their own class rules.
47. There are good opportunities for pupils to become socially responsible. Good examples of fairness and respect between teachers and their class groups help pupils to show understanding towards each other. Pupils learn that they can help to improve issues in the wider community by their support for national charities. They learn more about people's lives locally when sharing their singing with elderly people in nearby residential homes. Teachers encourage pupils to understand that they have a duty to behave responsibly when using the computer. Year 3 pupils learned that they must not use someone else's e-mail address or send unkind messages. Pupils undertake small-scale tidying jobs in the classroom, but these responsibilities are not extended as pupils progress through the school. Teachers do not give pupils enough opportunities to develop independent learning skills by planning some of their own work.
48. Teaching about cultural traditions is satisfactory. Pupils learn how their own townspeople have made a worthwhile contribution to society. Their visits to museums and other places of interest suitably enrich their classroom learning. Pupils' experience of live performances at the local pantomime and from the visiting 'Harlequin Theatre' teaches them about acting traditions. The school's own Christmas productions and concerts such as 'Oliver' provide a good focus for pupils to perform the songs they learn. Pupils know little of the contribution of famous composers, as there seem to be few opportunities for listening to music outside the taped lessons. They learn about other cultures in African songs and American ragtime music. They visit different places of worship. As noted in the last report,

however, there is still much scope for pupils to discover more about how other cultures contribute to the world in which they live.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

49. The school continues to care well for its pupils. This care is enhanced by the good knowledge that staff have of their pupils and the good quality of relationships which exist within the school community. Parents who expressed very positive comments about this aspect of school life shared this view.
50. A number of effective and comprehensive procedures are in place for both child protection and health and safety, which result in a safe and secure environment for children to learn. Effective arrangements also exist for first aid and the recording of accidents. However, although regular safety inspections and fire drills are carried out, the governing body has little involvement in these activities.
51. The procedures for promoting and monitoring behaviour are good. The school has high expectations for the behaviour of its pupils and there is a consistent application of rewards and sanctions by all staff. Pupils are involved in agreeing their own standards of behaviour through the class rules. This has a positive impact in that pupils have a very good idea of right and wrong and respond in an appropriate way.
52. The procedures to monitor and promote attendance are very good and the school makes effective use of the computerised registration system to ensure improved attendance. The school works in close liaison with local support agencies to investigate and follow up any absences.
53. The arrangements to assess and monitor pupils' academic progress are satisfactory.
54. Although the school was judged to have good procedures at the last inspection and these are still in place the school has not sufficiently built on these to meet the requirements of on-going assessment linked to planning.
55. The school fully analyses the results of the national tests for pupils of 7 and 11 years old. Staff are, therefore, able to identify any areas of general weakness which is used to inform future curriculum planning. For example, weaknesses in long multiplication and in writing were detected in the tests at the end of Key Stage 2 and steps taken to address these. The school also makes full use of optional standardised tests in Years 3, 4 and 5. This gives the school a good picture of pupils' attainment and progress from year to year.
56. Although the school projects pupils' level of attainment two years ahead this information is not linked to planning. This means that work for groups of pupils is not always set at an appropriate level and their progress is not tracked over shorter periods of time to ensure that their level of attainment is high enough.
57. Children are assessed on entry to the nursery and this gives an indication of children's attainment in some of the areas of learning. However, this assessment is insufficient to build up an accurate profile of the child's progress in all the accepted areas of learning through the nursery. Assessments which take place in reception classes are used to give comparisons of attainment with children of the same age within the local education authority. This assessment gives teachers a more secure base on which to plan future work.

58. Assessment of English and mathematics and science is not linked to any clear learning targets in planning. Therefore, short and medium term targets for groups of pupils of similar ability and achievement cannot be set. The school, therefore, has no monitoring system to ensure that the needs of individual pupils are met. Pupils have individual portfolios of assessed work, which satisfactorily record their progress.
59. Subjects other than English, mathematics and science are assessed at the end of each unit of work. The use of 'best fit statements' is satisfactory, but opportunities are lost for pupils to contribute to this assessment. As a result pupils are not always aware of their own learning and they have no part in setting future targets for themselves.
60. Although teachers evaluate their lessons informally there is little indication that they use this information to guide future lessons.
61. There is a special educational needs register; this is regularly reviewed and meets the recommendations of the special educational needs Code of Practice. The school identifies special educational needs needs at an early stage and this has a positive effect on the progress pupils make. Teachers consult the special educational needs co-ordinator if they have any concerns. She gives appropriate advice and ensures that an assessment of the pupil's needs is carried out if necessary. The school has good contact with the educational psychologist and other professionals. The advice given by other professionals is used effectively to plan programmes for the pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

62. The school continues to promote itself well with parents. The very high number of parents who responded to the questionnaire and their very positive views reflects the success of the partnership. Parents hold the school in high esteem.
63. A small number of parents and grandparents help out in the classroom and more assist on class visits into the community. When this occurs it has a positive impact on the learning of their children. For example, a parent who works in the fire service talks to pupils about fire safety and arranges visits to the local fire station, in addition to hearing readers. Additionally, grandparents visit school to talk about their experiences during World War 2. Although there is no formal 'Parent Teacher Association', parents are very supportive of all school events. During the year approximately £3,000 is raised from various events such as the 'Christmas Fayre' and discos to provide resources and support educational visits.
64. The information produced by the school for its parents is good. For example, parents were provided with booklets on literacy and numeracy and teachers send out regular topic letters. They share the expectation that parents will be interested in helping their children make progress. The quality of annual reports on progress is also good. They contain comments on how pupils can improve in addition to the comments by the children themselves on what they think they need to do to improve. For example, 'I have improved at religious education but I need to do better at spelling'.
65. The teacher informs parents at an early stage if there are problems with a child's learning. Parents are invited to attend individual education plan reviews. This ensures that they are fully aware of what the school is doing and they may make their own suggestions about targets.

66. The support provided by parents and carers to home reading and to other homework is satisfactory.

HOW WELL IS THE SCHOOL LED AND MANAGED?

67. The leadership and management of the school were judged to be effective at the time of the previous inspection. Since that inspection a new headteacher has been appointed and the school has maintained an overall good level of leadership and management. The headteacher and his deputy provide strong leadership in developing the school. There is a supportive and well-informed governing body, which works effectively in conjunction with the headteacher and staff to achieve the aims identified in the mission statement. However, whilst the support of the school's aims is effective, the attainment levels, particularly of the higher-attaining pupils, is too low. This is largely as a result of the insufficiently high expectations teachers have of this group of pupils. The subject co-ordinators lead their subjects in a satisfactory manner overall, but insufficient opportunities are given for all of them to monitor the quality of teaching and learning and so raise standards adequately.
68. There is an effective special educational needs co-ordinator. She performs her role well in meeting fully the recommendations of the Code of Practice for special educational needs. There are good procedures in place for pupils with special educational needs and the school has maintained the good provision which was identified in the last inspection.
69. The governing body meets its statutory duties well. There is an appropriate committee structure which effectively supports the work of the governing body as a whole. The governing body works very well alongside the headteacher in formulating and implementing the school development plan, though the members rely substantially on the headteacher for information about the school and its strengths and weaknesses. The school development plan is a good document clearly identifying appropriate priorities to 2003. The headteacher and staff formulate the plan and the governing body makes a positive contribution to the points for inclusion. The detailed plan is a good vehicle on which to base improved performance in the future.
70. The school has made satisfactory progress in developing the key issues raised at the time of the previous inspection. In mathematics lessons the introduction of the National Numeracy Strategy has improved the mental agility of pupils and they are higher-attaining to use this in their work in other subjects. The staff expertise in design and technology is improved and standards have risen accordingly. The play area outside the nursery has been resurfaced and is now a safe area for the younger children. The assessment of pupils' achievements is at an early stage of development, except in the core subjects of English, mathematics and science where the school utilises the optional tests in Key Stage 2 in addition to the statutory tests at the end of both key stages. The school uses the results of the national tests and teacher assessments to identify how well the year group achieves and to identify strengths and weaknesses. However, insufficient use has been made of this information for it to have a positive impact on raising the standards achieved by pupils.
71. The governing body and staff are aware of the requirements for performance management and a full policy has been produced to ensure that it is correctly implemented. This is at an early stage of development and has superseded the appraisal system which was used previously to identify the staff's professional

development needs. Within the school development plan there are clearly identified procedures for improving the quality of staff development.

72. Though at early stages, targets for pupils' performance have been set and the school is working towards meeting these targets. There is, however, a lack of effectively supporting pupils' learning through tracking their development throughout the school. This is something that the staff are aware of and plans are in place to incorporate this in future planning.
73. There are good procedures for planning the budget to utilise efficiently the finances available. The headteacher, along with the local education authority's finance officer, plans the initial budget, with careful consideration for gaining the best value for the money available. In this they achieve satisfactory results. The budget is presented to the finance and general purposes committee before final ratification by the governing body. The day-to-day finances are well organised and effectively monitored by the administrative officer and the local education authority's officer. There are limited finances apart from the school's budget share, but those made available are used well. The standards fund is used effectively for the specific purposes identified and the finance for pupils with special educational needs is used well to support this group of pupils. The recommendations of the most recent local education authority audit of finances in 1996 have been correctly implemented. Good use is made of available technology in the school.
74. Overall the school is staffed with well-qualified and dedicated teachers. Newly-qualified staff are well supported, both by the effective mentoring scheme and a good staffroom ethos. Appropriate job descriptions are in place for all members of staff including support staff. Staff development is suitably linked to the needs of the curriculum. The school has a generous number of support staff and these are much-appreciated members of staff. Apart from the nursery staff these assistants are unqualified but have been included in staff training for literacy and numeracy. Some have had the opportunity of additional training courses and this increases their effectiveness. The caretaker and ancillary staff work very effectively and the school is clean and well cared for. The administrative staff are experienced and efficient and make an important contribution to the smooth running of the school.
75. The accommodation is satisfactory overall and the creation of extra teaching space by partitioning off part of the hall is effective. The school has created a small computer suite and this is an improvement since the last inspection. However, some classrooms are small and this makes the organisation of practical subjects such as art difficult. In particular both Year 6 classrooms are cramped. Staff create attractive displays that are used to celebrate pupils' achievements as well as being used satisfactorily as a teaching resource. Reception classes have insufficient space for creative activities and their 'wet areas' are too small. Plans are in place to address this problem. However, the lack of an enclosed outside play area for reception classes means that the requirements of the Foundation Curriculum cannot be fully met. The nursery accommodation is spacious and is well used, being divided into smaller areas while still providing space for large indoor climbing equipment. The outside area provides a suitable hard surface for wheeled toys and the extra space available in the summer provides extra space for large numbers of children to be outside in good weather. The playground has suitable seating and a grassed area is available and used in the summer.
76. Most teachers are pleased that they have sufficient learning resources for all subjects and use them well. The absence for an outside play area for reception classes means that they do not have the same access to the outdoor apparatus and toys as

the nursery children. Since the last inspection the school has improved and increased the range of computer hardware and software. Most resources are used well to support learning.

77. In view of the quality of education provided, the standards achieved and the effectiveness with which resources are used, the school gives satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 78. In order to raise standards and improve the quality of education the headteacher, staff and governors should:**

- A raise standards in English, mathematics and science and address the needs of higher-attaining pupils in all subjects by:
- ensuring a more coherent and common approach to short term-planning to ensure that all teachers are clear about precisely what it is that pupils of all abilities are to learn in lessons;
 - ensuring that teachers make reference to National Curriculum levels in order to set work which is more accurately matched for each ability group; (paragraphs 4-5, 8, 10-11, 22-23, 28, 31, 56-57, 103-104, 108, 113, 119, 124-126 and 144)
 - ensuring that teachers' written comments on pupils' work are helpful in highlighting what has been done well, but also what can be improved and how the pupil should respond; (paragraphs 34, 113 and 129)
 - ensuring that the monitoring of pupils' work and the quality of teaching and learning is more rigorous in identifying strengths and weaknesses and dealing promptly with any issues of under achievement; (paragraphs 58, 67, 114, 121 and 130)
- B improve the effectiveness of assessment and teachers' target setting for individual pupils and year groups by:
- ensuring that teachers set individual targets and forecasts for all pupils from reception class onwards and monitor pupils' progress towards these targets each term; (paragraphs 3, 58, 72 and 130)
 - analysing pupils' progress to ascertain if support or further extension work is needed and adapt planning accordingly. (In the first instance the targets should be for English and mathematics and should follow a consistent format throughout the school); (paragraphs 5, 9, 37, 54, 57, 60, 70, 103, 105, 113, 123, 141, 146 and 169)

C improve the personal and cultural development of pupils by:

- ensuring that adults in the nursery spend more time in promoting children's speaking and listening to them rather than dominating conversations so that children only answer with single words or simple statements;
 - ensuring that teachers in all classes provide more opportunities for pupils to be independent learners through developing individual study, research skills and original ideas;
 - being more selective in the use of photocopiable worksheets which give practice in handwriting but present little challenge in developing pupils' recording skills;
 - providing more opportunities for pupils to listen to, compose and perform music;
 - providing more opportunities for pupils to discover more about how other cultures contribute to the world in which they live, for example through art, music and dance;
- (paragraphs 5, 11, 13, 20, 24, 27-28, 31, 44, 47-48, 59, 82, 109-110, 138, 152, 167-168 and 177-178)

D improve the outdoor accommodation for children in the reception classes by:

- providing access to an enclosed outdoor play area so they can practise physical skills in an informal setting.
- (paragraphs 37, 75-76 and 99)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	86
Number of discussions with staff, governors, other adults and pupils	40

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	12	41	46	1	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	51	396
Number of full-time pupils eligible for free school meals	8	80

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	10
Number of pupils on the school's special educational needs register	8	77

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	35
Pupils who left the school other than at the usual time of leaving	33

Attendance

Authorised absence

	%
School data	3.7
National comparative data	5.2

Unauthorised absence

	%
School data	0.5
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	37	22	59

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	29	28	30
	Girls	18	20	20
	Total	47	48	50
Percentage of pupils at NC level 2 or above	School	80 (75)	81 (87)	85 (81)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	24	25	31
	Girls	18	20	21
	Total	42	45	52
Percentage of pupils at NC level 2 or above	School	71 (79)	76 (85)	88 (75)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	36	24	60

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	25	25
	Girls	20	19	18
	Total	45	46	45
Percentage of pupils at NC level 4 or above	School	75 (65)	77 (61)	75 (75)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	23	27
	Girls	19	18	16
	Total	41	41	44
Percentage of pupils at NC level 4 or above	School	68 (65)	68 (73)	73 (81)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	0
Black – other	0
Indian	4
Pakistani	0
Bangladeshi	0
Chinese	0
White	331
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	15
Number of pupils per qualified teacher	26
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	19
Total aggregate hours worked per week	338

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	26

Total number of education support staff	2
Total aggregate hours worked per week	65

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

Financial information

Financial year	1999-2000
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	£
Total income	714,541
Total expenditure	707,509
Expenditure per pupil	1,608
Balance brought forward from previous year	35,117
Balance carried forward to next year	42,149

Results of the survey of parents and carers

Questionnaire return rate 54.8%

Number of questionnaires sent out	465
Number of questionnaires returned	255

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	30	2	1	0
My child is making good progress in school.	58	39	2	0	1
Behaviour in the school is good.	50	44	3	0	3
My child gets the right amount of work to do at home.	44	48	7	1	0
The teaching is good.	62	38	0	0	0
I am kept well informed about how my child is getting on.	50	39	8	2	1
I would feel comfortable about approaching the school with questions or a problem.	69	26	5	0	0
The school expects my child to work hard and achieve his or her best.	69	28	0	0	3
The school works closely with parents.	45	43	7	1	4
The school is well led and managed.	58	35	3	0	4
The school is helping my child become mature and responsible.	52	41	3	0	4
The school provides an interesting range of activities outside lessons.	25	35	15	8	17

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

79. The provision made for children in the Foundation Stage is good, as was found at the last inspection. The school operates an admissions policy for children to start in the nursery in the September term following their third birthday. The 69 children in the nursery attend either full-time or part-time. At the time of the inspection 32 children attended full-time and 37 attended part-time. The majority of children move into the reception class the following September. The children enter the nursery with levels of attainment that are below that expected for children of this age in nearly all areas of learning. They make satisfactory progress through the nursery and good progress through the reception classes so that by the time they complete the Foundation Stage at the end of the reception year their personal, emotional and social development is at a level that it expected for children of similar age. They are able to choose their own activities, share equipment and concentrate on a chosen task for short periods of time. They handle books and other equipment with care and take turns when playing games with adults. In language and literacy, mathematics and in their knowledge and understanding of the world, they have reached levels of attainment expected for children of similar age as well as in the areas of creative and physical development.
80. Planning in the reception classes is good and meets the needs of all children including those with special educational needs. Although planning in the nursery is satisfactory, it is not focused fully enough on what children are expected to learn. The assessment procedures on entry are limited and are not sufficient to enable staff to build up a full profile of children's progress. The pattern of the morning and afternoon sessions is the same to provide equal opportunities for part-time pupils. However, this arrangement does not fully meet the needs of the children who are in the nursery full-time. The curriculum throughout the Foundation Stage provides experiences for the children that are based firmly in the nationally identified goals for learning. Shared planning of topics between the nursery and reception teachers ensures that there is a unified approach and the move from the nursery into reception is smooth.
81. The teachers and support staff work well as a team and create a warm and secure environment for children to start their education. Both classes are organised efficiently and managed well. The school works very hard to build up positive relationships with parents. The school has an effective induction policy with meetings and visits for parents and children ensuring a smooth transition from home to school.

Language and literacy

82. Throughout both reception classes, children are introduced to the joy of stories and staff take the opportunity to engage children in conversation about characters and the plot in the books or in talking about what they are doing. In the nursery the adults often dominate the conversation so that children are only required to answer with single words or simple statements. The consequence is that children's language skills are slow to develop.
83. In both the nursery and reception classes role-play areas and small world toys such as road layouts provide the children with good opportunities to develop and practise

their language skills. However, in the nursery many children play along side each with little conversation between them.

84. In the reception class teachers ensure that the organisation is such that they allow time to listen and talk to children while they work. For example, after children had heard the story of 'Peace at Last' the teacher continually spoke individually to the group of children drawing pictures. By talking to them as they drew and giving them plenty of time to think they were able to produce pictures showing good detail and to compose and 'write' simple sentences relating to their picture and the story. This means that they learn a great deal about language and literacy and reach the expected levels of attainment for children of similar age by the time they leave the reception class.
85. The children in the reception classes receive very good encouragement to develop their early spelling skills. In a class session prior to drawing and writing a child suggested 'Mummy bear was snoring' as a phrase to illustrate part of the story. By encouraging the child to come and write the letters they already knew and then reminding the class that they had learnt 'ing' as a word ending, a high level of success was achieved and the children were beginning to see themselves as writers. While in the nursery children are given opportunities in play situations to write and writing materials are readily available.
86. The introduction of the literacy session in the reception classes is effective in developing children's literacy skills. Children are actively involved in whole class and group sessions and there is a good balance in activities that ensures that children do not sit for periods that are beyond their levels of concentration.

Mathematics

87. In the nursery children are introduced to counting and numbers through a range of well-chosen informal activities and this is continued into the reception classes together with planned numeracy sessions. Children's interest is stimulated and this results in good progress through the Foundation Stage so that children reach the expected levels of attainment by the time they enter Key Stage 1.
88. Counting skills are regularly practised in both nursery and reception by counting rhymes and in counting children present in the whole class or in small groups. At lunch time in the nursery the line of children who were staying for lunch were counted and checked as more children arrived. Children play in the water and learn the vocabulary of capacity 'full' and 'empty'.
89. The numeracy strategy is used well and the whole-class session is kept to a length where children are able to concentrate. In a reception numeracy session the teacher maintained children's concentration by a lively manner, plenty of praise and encouragement so that counting and ordering skills were practised using a large number line where children could remove and add numbers using clothes pegs. Before continuing on to an activity where children had to estimate the number of objects in a pile the teacher quickly moved the children into a circle which was effective in focusing their attention on a new activity. By keeping children's attention and making activities fun the children's learning is continually reinforced and, therefore, their progress is good.
90. The practical activities that follow reinforce the concepts learnt and good organisation ensures that tasks such as filling in missing numbers and practising numeral recognition are supported by an adult.

Personal emotional and social development

91. When children start the nursery many lack any level of independence and appear lost and bewildered. The practice of forming small pastoral groups ensures that all the children have an adult who they are able to identify with and who they will go to at the beginning of the day to self-register their name in their own area. This helps both children and parents to feel secure in such a large nursery. The space is well used and divided into smaller areas, again contributing to children's feeling of security and, therefore, aiding their emotional development.
92. Through the strong supportive environment in the nursery children make good progress so that when they enter the reception class they are able to make good progress in their other areas of learning. Progress in personal, emotional and social skills continues through the reception class so that they meet the expectations of children of a similar age by the end of the reception year. In the nursery many children play along side each other with little conversation between them, for example when playing in the sand or playing with cars on a road layout. By the time they reach the reception class they are able to play collaboratively and have developed confidence in talking to strangers. A group of children in the home corner took on roles and undertook tasks. A 'visitor' was invited in but told quite firmly in response to a request for a cup of tea or coffee, 'You can have a drink of water, all the tea and coffee is finished!'
93. Children develop an enthusiasm to learn. They are becoming independent and after a relatively short time in the nursery they can choose activities. However, their concentration spans are short and they still need adult support to complete activities. Some children are still very dependent on the teacher for confirmation of their learning.
94. Adults provide good role models in their caring relationships with children and with each other. They make good use of praise to encourage children to try hard, to raise their self-esteem and promote their confidence in learning. However, sometimes in the nursery children are hurried through an activity which limits opportunities for conversation as well as building up pride in their work.

Knowledge and understanding of the world

95. Throughout children's time in the nursery and reception classes they have a wide range of experiences that help them to learn about the world and their progress is good. By the time they leave the reception class their level of knowledge, understanding and curiosity about the world is at the level expected for children of this age.
96. Magnifying glasses are used to good effect in both the nursery and reception classes. In the nursery children watch a block of ice melt over the course of the session thus learning that ice will melt in the warmth. In the reception class a range of natural and man-made objects were laid out with magnifying glasses. By supplying interesting looking objects and equipment to encourage children to look closely, children's curiosity was stimulated. They handled the articles with interest, developing their observational skills and identified those that were natural and those that were man made.
97. Children working on the computer can use the mouse to select an icon on the screen and know the vocabulary 'mouse' and 'click'

Physical development

98. By the end of the reception year children have developed satisfactory physical skills. They are confident in their movements in and around the nursery play area. The provision of climbing equipment inside the nursery allows children to develop their climbing skills even in poor weather. Outside, children control wheeled vehicles and share bikes so contributing to their social development. Adults give suitable support and guidance to help children improve their balancing skills such as emphasising the importance of stretching their hands out to improve balance when walking along a bench. Children in the nursery class have the opportunity of a session in the hall and this is used satisfactorily by teachers to help children use space and to develop control over their bodies.
99. The reception classes do not have an enclosed outdoor play area, therefore there are restricted opportunities for children to practise physical skills in an informal setting. The school is aware of this shortcoming. A teacher used a taped programme within the classroom to good effect. By enthusiastic delivery the children developed imaginative movements in mime linked to the story of a stripy jumper.
100. Many opportunities are provided for children to build with construction kits, to explore materials including sand and water and to manipulate jigsaws. Most children hold pencils correctly and use them for writing, drawing and colouring. Children enter the nursery with varying skills, many not knowing how to hold a pencil. As they progress through nursery and reception staff continually check and reinforce pencil skills so that all children can control both pencils and paintbrushes adequately by the time they move into Year 1.

Creative development

101. Children are provided with good opportunities to develop creatively throughout both the nursery and reception classes. They enjoy these activities and make good progress so that by the end of the Foundation Stage they attain levels of understanding and skill which are appropriate for their age. Children are well supported in these activities and learn to use paint to create pictures of themselves and to support stories that they have heard such as Red Riding Hood. Children's paintings of themselves in the rain showed good detail as a result of adults talking to the children as they painted.
102. Children are given access to a range of musical instruments, which they use to accompany songs. Good progress means that when children reach the reception class they are able to accompany songs and keep to a four beat rhythm while singing such songs as 'Please Mr Noah'.

ENGLISH

103. Standards of attainment in the National Curriculum tests of 2000 were well below the national average by the end of Key Stage 1. The percentage of pupils reaching the higher Level 3 was well below average in reading and average in writing compared with that of similar schools. At the end of Key Stage 2 attainment in English is below nationally expected standards. The recent National Curriculum tests show that the percentage of pupils reaching the higher level was well below the national average. Compared with similar schools, however, their standards in English are close to the average. Over the past four years the school's standards of attainment have fallen whereas results nationally have shown steady improvement. The school's standards are lower than they were at the time of the last inspection. Although there is no clear reason for this, it is highly likely that this is due in part to normal fluctuations between different year groups. However, staff have identified some of the reasons for the drop in standards since the last inspection and are taking steps to improve pupils' learning. One issue is that of assessing more accurately how well pupils have learned and planning work to raise standards of higher-attaining pupils.
104. Standards seen during this inspection at the end of Key Stage 1 show some improvement. Pupils of average ability are working at levels similar to those expected for their age. Teachers present a range of suitable reading activities in the literacy hour. This has helped pupils to learn about how sentences are written as well as the spelling and meanings of words. Teachers now provide longer sessions each week for the teaching of writing. This extra time for practice has helped pupils to improve their writing skills. Teachers try to match work to pupils' ability but do not set sufficiently demanding activities for those with higher ability levels. These pupils are, therefore, achieving lower standards than would be expected.
105. Standards seen in Key Stage 2 are below average and similar to those shown in the national tests. Although the extra teaching time is beginning to have a positive effect on pupils' writing, it is not leading to sufficiently high standards from pupils with higher ability. This is because teachers are not identifying the needs of these pupils accurately. They are not using their assessment of pupils' work to plan appropriately for the next stage. Consequently, pupils do not achieve as much as would be expected in their learning.
106. In both key stages pupils with special educational needs, whose attainments in reading and writing are well below those expected for their age, make good progress. This is a result of work that is well matched to the targets in their individual education plans and the additional help they get individually and in small groups.
107. Most of the pupils do not speak confidently when they first start school. They benefit from the suitable opportunities provided in most lessons for offering opinions or suggestions and explaining their thinking. Teachers give pupils time to express their thoughts, which helps to encourage their confidence in speaking. Most pupils listen attentively to their teachers' questions and explanations. They listen carefully to each other's ideas when comparing different versions of a story or suggesting descriptive vocabulary. By the time they are 11 pupils have achieved well by reaching standards in speaking and listening that are similar to other children of their age.
108. Pupils' interest in reading has been stimulated by a varied range of literacy hour activities. Inspection findings show that pupils of average and below average ability attain satisfactory standards by the time they are 11. Pupils build on a good understanding of letter sounds and combinations learned in Key Stage 1 in their

recognition of new words. Together with the extra reading support in Key Stage 2 these have helped to improve pupils' fluency and accuracy. Reading exercises to extend the skills of the higher-attaining pupils are not always suitable, however, often consisting of repetition rather than increased challenge.

109. Pupils develop a range of expressive voices for dialogue when reading together or individually. They read a suitable variety of fiction books and poetry, choosing favourite poems for class anthologies and wall displays. Preferred authors are the old favourites Dick King-Smith and Roald Dahl, with no great enthusiasm for the newer 'Harry Potter' books. Pupils' sound knowledge of the alphabet helps them to find words in a dictionary and a reference book index. Average and above average pupils can scan text to find information but the library skills of the higher-attaining pupils are not sufficiently well developed. Their opportunities for independent research are limited while the school has no library area. At present the reference books are kept in corridors and classrooms with no comprehensive cataloguing system.
110. Standards in writing are still below average by the end of Key Stage 2 in terms of punctuation, vocabulary and sentence structure. There is not sufficient improvement evident as pupils' progress through the school. At the time of the last inspection pupils were not given enough time to use interesting descriptions in their writing. This aspect is now beginning to show improvement since teachers introduced a weekly lesson for concentrating on writing. Higher-attaining pupils in Year 2 find descriptive words to make their writing livelier. In a story about Cinderella a sentence referred to the 'puckered lips' and 'disgustingly smelly skin' of the ugly sisters. Phrases such as 'she shivered in fear' and 'stood still in shock' show interesting attempts by Year 4 pupils to create an atmosphere of suspense. Writing by Year 6 pupils, however, does not show significantly higher standards of description or punctuation. They have ample opportunities in lessons to suggest ways of improving their writing, such as using 'yelled', 'cried,' 'muttered,' or 'snapped' instead of 'said.' They learn about ways of sequencing and linking sentences, but frequently, after lengthy introductory sessions teachers leave too little time for pupils to practise writing what they have learned. Although pupils do write in other subjects, there are too few opportunities in some classes for pupils to write independently and at length. They are often constrained by worksheets which require short answers.
111. The neatly presented books and worksheets show that pupils clearly take pride in their work. Pupils' handwriting is very good in books and worksheets. They learn how to make letter shapes and join them together correctly. Pupils also have satisfactory opportunities to use the computer to record their ideas or to highlight and change text. Spelling standards are satisfactory overall. Pupils practise writing spelling patterns in their notebooks for weekly tests, but sometimes copy them incorrectly. This means that even if pupils remember to check spellings they repeat their mistakes.
112. Teaching is satisfactory overall. In both key stages half of the lessons are judged to be good and there were no unsatisfactory lessons. The pupils' good behaviour and obvious interest in their English lessons show how effectively teachers use the literacy hour to make the pupils want to learn. This is especially noticeable in the way teachers show interest in pupils' suggestions. Their interesting questions encourage pupils' confidence in expressing and developing their ideas. Teachers organise the different elements of a lesson well, planning suitable learning activities. Writing sentences with connecting words was made into a competition in a Year 5 class, which helped all pupils to share their ideas written on individual whiteboards. A teacher used the work of a Year 4 pupil very sensitively as a focus for editing. This

helped the class to point out several ways in which the writing could be improved and what had been done well. Teachers' clear explanations are particularly helpful to average and below average pupils but often take up too much of the lesson. The effect is that pupils lack the time to actively put ideas into practice or develop more independent working skills. Most teachers use information and communication technology satisfactorily to support pupils' English work.

113. Pupils do not always make enough headway in their learning. This is particularly the case with higher-attaining pupils. Teachers do not record how they will assess pupils' learning when planning their lessons. This means that they may not identify those pupils needing more challenging work. When teachers do not plan sufficiently demanding activities for them their achievements are no higher than those of pupils with average ability. There is not enough difference between work planned for these pupils and that for higher-attaining pupils, who are not achieving as much as they should. In Key Stage 2 teachers do not expect high enough standards of writing from successive year groups. For instance, some correctly written but very simple Year 6 poems using 'across', 'below', 'above' would be more challenging for younger pupils. When teachers spend too much time checking pupils' understanding in lessons higher-attaining pupils are held back. Teachers' written comments on pupils' work are sometimes helpful in highlighting what, in particular, has been well done. However, too often the marking consists of corrections of isolated words and it is not clear what the purpose is or how the pupils are to respond.
114. There is satisfactory leadership of the subject. The co-ordinator and headteacher are aware of the need to improve standards. Both monitor lessons and scrutinise test results. It is clear that recent monitoring has led to some steps being taken to improve the quality of teaching in English, but more is needed in order to raise standards.

MATHEMATICS

115. At the time of the previous inspection standards were identified as being in line with the national average at ages 7 and 11 and the pupils were making satisfactory progress. In the intervening period satisfactory progress has been made in the subject, although inspection evidence indicates that the current Year 6 pupils achieve levels below those expected nationally. Pupils at the end of Key Stage 1 attain levels in line with those expected. With the introduction of 'Booster Classes' for the Year 6 pupils, it is likely that by the time they leave the school many will achieve the expected Level 4, though the percentage of pupils reaching the higher Level 5 will be below the national average.
116. In the 2000 national tests for pupils aged 11 the results were improved over the previous two years and were in line with the national average when compared to all schools and above average when compared to similar schools. Over the past four years, however, pupils' results have been variable. In 1997 they achieved levels in line with the national average. Pupils' achievement fell in 1998 to well below average and in the next two years attainment rose to below average and in 2000 to being in line with national averages. The predominant reason for the higher attainment levels in 2000 was the percentage of pupils who achieved the higher Level 5 which was close to that achieved nationally. This group of pupils has been identified by the school as having been higher achievers in mathematics throughout their time in school. In the similar national tests for seven-year-olds, however, pupils' attainment was well below the national average. This was because of the very small percentage of pupils attaining the higher Level 3 in these tests. This bears a close correlation to

the attainment levels of pupils when they enter the school and the progress they make in the Foundation Stage and throughout their infant years.

117. By the time they reach the age of seven, pupils have developed a sound understanding of the basic rules of number. In Year 1 pupils know that when they double a number, they add the same number again. They use this knowledge to double numbers to 5, though a few of the higher-attaining can double digits to 10. They are becoming aware of the number facts to 10 and use adding-on to calculate their answers when they are unsure. Pupils in Year 2 develop their understanding of number and extend their knowledge of how numbers relate to one another. The higher attainers recognise, for example, that $5 + 3$ gives the same answer as $3 + 5$. They build on their learning from Year 1 when they extend the range of numbers they can double to 20. Whilst the development of learning about number is positive, there is insufficient emphasis placed on the development of skills in understanding and using measures and learning about shape.
118. In Key Stage 2 pupils make satisfactory progress in their learning overall because of the sound levels of teaching they receive. In Year 3, most pupils add 10 to two-digit numbers accurately and understand that the place for the 'tens' is one place to the left of the 'units'. When calculating subtraction sums, the higher-attaining pupils subtract two digits from three digit numbers accurately whilst the average pupils subtract two digits numbers from another similar number. Pupils in Year 4 subtract two-digit numbers from numbers to 100 mentally using appropriate strategies they have been taught. They understand the value of digits in numbers to 1,000 and break down the numbers to thousands, hundreds, tens and units accurately in their calculations. Pupils extend their knowledge of multiplication tables to using the 2s, 3s, 4s, 5s and 10s. They recognise reversals of the facts and explain that ' $8 \times 3 = 3 \times 8 = 24$ '; they also recognise that based on this information ' $24 \div 8 = 3$ ' and ' $24 \div 3 = 8$ '. Pupils begin to know about fractions and add simple fractions accurately. They are aware of how equivalent fractions are formed. In Year 5 pupils increase their knowledge of multiplication tables further and begin to use 6 and 7 times tables in their work. Pupils' mental agility is extended well when they are asked to multiply $\pounds 500 \times 30$. They use good strategies to calculate the answer. They first multiply 5×3 ; they then multiply the answer by 100 and finally multiply that answer by 10. The lower-attaining pupils in this lesson are encouraged to make the calculation using their whiteboards. By the time they reach the age of 11, pupils learn how to ascertain whether any number is divisible by, for example, 2, 3, 4, 5 or 10. They know that any even number is divisible by 2 and that if the answer to that calculation is also even then the original number is divisible by 4. They add the digits in a number to check whether that number can be divided by 3. Throughout the key stage, pupils make satisfactory progress in all areas of the mathematics curriculum. By the age of 11 they recognise a range of two-dimensional and three-dimensional shapes and name some of their properties. They recognise shapes which are symmetrical and draw patterns involving rotational symmetry. Pupils effectively translate data they collect into graphs and charts.
119. The quality of teaching observed was satisfactory overall though it was good for pupils at Key Stage 1. There are, however, some inconsistencies in teaching both in individual lessons and across the school. The better quality teaching is where teachers plan work whereby pupils are offered the greatest challenge according to their ability. In too many lessons, however, the teachers have insufficiently high expectations of what pupils can do and individual children or groups are not set appropriate work to offer this challenge. Rather, the teacher sets all pupils the same work with expectations of different amounts of work completed being the only challenge. In the small number of lessons where work is set appropriately the pupils

in those classes make greater progress. The exception to the lack of appropriate challenge is, however, not applicable for pupils with special educational needs. Work for this group of pupils is planned well and they make good progress in their learning. Throughout the school there are good relationships between pupils and between pupils and adults and this has a positive effect on pupils' learning in mathematics. The teachers display high expectations of behaviour and the pupils react accordingly. The results of the 2000 national tests have been analysed and this identified those areas of the subject where pupils are less secure in their understanding. Teachers are beginning to use this information in their planning. However, it is too soon for this to have had any effect on standards overall. Teachers use information and communication technology satisfactorily in their lessons to develop learning, though at times the programs used are not totally relevant to the learning objectives for the lesson.

120. Numeracy is used satisfactorily in other subjects. In science lessons, for example, they make graphs of the findings in their experiments. In a Year 3 lesson pupils created sets of magnetic and non-magnetic items they found. In geography some pupils begin to recognise and use scale. In design and technology lessons pupils measure materials before cutting them to make their models.
121. The co-ordinator for the subject has been responsible for its development for some years. She is well qualified to lead the subject and has been responsible for the successful introduction of the National Numeracy Strategy into the school. She undertook the appropriate training and led training in the school for the other staff. Planning is monitored by the co-ordinator in the longer term, though the team leaders monitor the weekly planning. The school has introduced monitoring of teaching within the subject and this is beginning to have a positive effect on the quality of teaching. The monitoring of pupils' work, however, is not taking place with sufficient rigour to raise standards effectively.

SCIENCE

122. The 2000 teacher assessments show that while the majority of pupils reach the expected level for seven year olds, the number doing so is below the national average. The number reaching higher than expected levels was well below the national average. When compared to similar schools the number attaining the expected level is average. The inspection evidence confirms these assessments. Attainment is just below the national average at the expected level, but few pupils are attaining at higher levels.
123. In Key Stage 2 the 2000 national tests show that attainment in science at the age of 11 years was well below average when compared to all schools and below average when compared to similar schools. The school's standards fell in 1998, but they have improved since then. The school have introduced a new scheme of work, changed the frequency of lessons and started to analyse areas of weakness. These improvements have started to have a positive effect and standards have started to rise, although they have not yet raised standards to average levels. Inspection evidence shows that standards of attainment are below average at the age of 11 years. The school is not using the assessment information fully to ensure that work is set at the correct level for every group of pupils in every lesson.
124. Standards are lower than at the last inspection. This is partly due to differences in the year groups, but also because higher attainers have not been stretched sufficiently. The school is now addressing the issues and in the last year has made satisfactory progress.

125. Pupils in both key stages are achieving satisfactorily in lessons, although this appears to be a recent development. The pupils with special educational needs receive good support and often make good progress in lessons. Scrutiny of previous work shows that in the past, the work set often did not challenge the higher-attaining pupils. During the inspection week work was set at different levels for each group and higher attainers were suitably challenged.
126. In Key Stage 1 the pupils have good understanding of life processes. A Year 2 group explains in detail the importance of food, water and light to a plant. They explain that if one of these is withdrawn then the plant will die. The teachers make good use of recording to develop pupils' scientific understanding; for example, simple tables are used to record different types of food. Scientific knowledge is developed by the use of experiments. Pupils learn that ice changes to water in an experiment on changing materials. The teachers have not always stretched the higher-attaining pupils; an analysis of pupils' work from before the inspection shows work was often set at the same level for all the class and as a result the higher-attaining pupils did not get a chance to develop their investigative skills fully.
127. The pupils have a good understanding of materials and their properties. The teachers encourage the use of terms such as 'soft' and 'hard'. Opportunities are provided for pupils to classify a wide range of materials in their lessons, for example in work on materials found in house building. In work on forces and motions, the pupils understand that 'push' and 'pull' are forces. The average-attaining pupils are not able to explain clearly the reasons for things speeding up, slowing down or changing direction. The pupils have a good understanding of light and simple electrical circuits. Their understanding of sound is not as well developed. Pupils are not able to explain that sound becomes fainter as you move away from the source.
128. In Key Stage 2 the pupils are given opportunities to carry out a range of experiments and investigations. These are teacher led and there are few opportunities for pupils to develop their own original ideas. As a result of this the higher-attaining pupils are not always challenged and enquiry skills are not well developed. Opportunities to develop learning by using a comment such as "What would happen if variable x was changed?" are not used to develop scientific understanding. The majority of pupils understand different food groups including proteins, carbohydrates and fats. All pupils understand the importance of a balanced and healthy diet. Work on producing mobiles in a Year 6 lesson ensures that the pupils with special needs and lower-attaining pupils have an understanding of a simple food chain. The higher-attaining pupils understand the more complicated food webs. In work on materials the higher and average attaining pupils describe how to filter different materials. They use scientific terms such as 'evaporation' and 'condensation'.
129. The quality of teaching is satisfactory overall and this leads to satisfactory learning. In the inspection week there were examples of very good teaching in upper Key Stage 2. In these lessons the work was matched well to all groups of pupils. Additional support and different work was given to the pupils with special educational needs and this ensured they made good progress. The work given to the higher-attaining pupils was challenging; for example, one group had to use computers to find information on food chains. The very good relationships with the pupils ensured that the teachers were able to concentrate on helping individual pupils. As a result of this very good teaching all pupils achieved very well in these lessons. There is little evidence of marking being used to develop learning, for example by suggesting that the pupils try alternative methods. The teachers plan together to ensure that all pupils in parallel classes cover the same work. In the occasional lesson teachers do

not always have the full attention of the class when they start talking and as a result pupils are not always clear what they are going to do. The teaching of literacy skills in science is satisfactory. The pupils are given opportunities to read information and record their predictions and results in written form. The teaching of numeracy skills in science is good. In all classes the pupils record using charts and graphs. In a Year 5 lesson the teacher develops mathematical skills very well by recording pulse rates and then using the information to produce both block and straight-line graphs. Information and communication technology is used satisfactorily in the subject. Opportunities to research topics are used occasionally. Data handling programs are used to record scientific information and sensors are used in Year 5 experiments on temperature. The pupils respond well in the lessons. They are interested in what they are doing and concentrate on their work. Care is taken when recording experiments or writing up conclusions. Work is discussed in a mature manner and pupils apply themselves very well. The positive attitudes and good behaviour of pupils allows teachers to concentrate on helping pupils who have difficulties. A group of Year 2 pupils interviewed about their work were eager to discuss what they done. They listened to each other very well, taking it in turns to speak.

130. There is a new co-ordinator for the subject, but there has been insufficient time to make an impact on the subject. The school now has satisfactory assessment procedures in place and is identifying areas for development. The assessment is not used effectively to ensure step-by-step development of skills as pupils move through the school. As a result the school is not able to set targets for improvement and track the progress towards them.

ART AND DESIGN

131. Few art lessons, and only one lesson in Key Stage 2, were seen during the inspection, but further evidence is taken from work on display. Pupils enjoy working with a variety of media as they progress through the school and their attainment is in line with that expected of pupils of a similar age at the end of both key stages, as it was at the last inspection. Pupils with special educational needs are well supported and make good progress in line with their abilities.
132. Good teaching is a strength in Key Stage 1 and teaching is satisfactory in Key Stage 2. Teachers show good subject knowledge and skills are taught well. Pupils are encouraged to evaluate their own work and that of others. In a lesson in Year 1 where pupils used pastels to build up the background of a picture, the teacher's skilled questions reinforced the skills the pupils had learnt the previous week, and therefore the quality of their work was improved. Enthusiastic encouragement while they worked resulted in all pupils working hard. Good evaluation by the pupils as well as by the teacher resulted in pupils being aware of their own learning and identifying how they could improve their work.
133. In a Year 2 lesson the teacher built on previous knowledge about the use of different grade pencils and on the importance of careful observation skills before pupils drew observational drawings of a trainer. By demonstrating the early stages of putting the most important lines first and then filling in the detail, pupils were well prepared for their own drawings. The result was that all pupils achieved drawings that were well-proportioned and showing good detail. Every pupil displayed their work and had it evaluated by the rest of the class in each case a strong feature was identified and some general suggestions were made to help improve work. This lesson not only improved pupils' drawing skills but also built their self-esteem so contributing to their personal development.

134. Pupils in Key Stage 2 study a range of famous artists, investigating the techniques they used to achieve different effects. In a Year 6 lesson the teacher used two paintings by Renoir to challenge pupils to find the similarities and differences in the techniques used in the two paintings. Using good subject knowledge, pupils' answers were then effectively used and expanded to explain a change in Renoir's style between the painting of 'Moulin de la Galette' and 'The Umbrellas' which came from a later period. Careful observations and meaningful discussions including an evaluation of last week's work resulted in high quality work. Pupils successfully used slanting brush strokes on outline figures to create the effect of rain. By continually evaluating their work pupils worked through several figures experimenting and improving as they went.
135. Art is satisfactorily used to support the work in other subjects such as history where pupils used clay to make plaques of the 'Tudor Rose' and mosaics effectively portray myths and legends thus developing literacy. Pupils in Key Stage 1 draw colourful pictures using a paint programme on the computer. Striking collage work on display included work by Year 6 where newsprint and magazines were used to create self-portraits.

DESIGN AND TECHNOLOGY

136. Standards in design technology are at the expected level at the end of both key stages. All pupils, including those with special educational needs, achieve satisfactorily. The school has made good progress since the last inspection. In the last inspection there was unsatisfactory teaching and progress was unsatisfactory in the design and evaluation work in Key Stage 2. A key issue was developing teachers' expertise. The school has introduced a new scheme of work. There is regular monitoring of teachers' plans and the subject is now taught as a separate part of the timetable. There has been an emphasis on developing skills as the pupils move through the school.
137. The standards in Key Stage 1 result from the satisfactory teaching. The teachers now place due emphasis on the design element of the subject. In Year 2 the teachers ensure that pupils are aware of constraints in design, for example that a puppet must be large enough to fit their hand. The pupils draw the puppet before making it. The pupils show good cutting and sewing frames. Teachers develop evaluation skills by asking the pupils to talk and write about what they found difficult, what they like about the puppet and what they could improve. Activities are teacher led and higher-attaining pupils are not always given opportunities to develop their independent design skills. Planning and making a fruit salad develop the pupils' understanding of the food element of food technology.
138. In Key Stage 2 the quality of teaching is satisfactory overall. In some lessons the teaching is good or very good. Planning with very clear aims is used well to keep pupils focused on their work in a Year 6 lesson on slipper design. The teacher gives the pupils an opportunity to handle the slippers and record characteristics on a worksheet. The teacher encourages the pupils to discuss why manufacturers use certain materials. A practical session in Year 5 designing and baking biscuits is well planned by the teacher. Insistence on all pupils washing their hands and wearing protective aprons ensures that all pupils understand fully the importance of health and safety in food technology. The pupils in Key Stage 2 develop their skills well as a result of the teaching. In Year 4 the pupils produce 'pop-up' books with three moving parts. This series of lessons is very well linked with literacy and information and communication technology. The pupils word-process the text for the book. Work on cams in Year 5 and moving fairground models in Year 6 develops pupils'

design and making skills. Teachers do not give pupils sufficient opportunities for them to develop their original ideas and as a result the higher-attaining pupils are not always fully challenged.

139. In both key stages the teachers teach and develop literacy links at least satisfactorily. The pupils read instructions, they write down plans and an evaluation of their work. The teaching of number skills is well developed in design and technology. The pupils weigh ingredients when cooking and baking. They measure accurately when making models. The use of information and communication technology is not well developed in the subject.
140. Pupils respond well to the teaching. They work well together and this enables the teachers to concentrate on giving help to individual pupils.
141. The subject is soundly co-ordinated and a satisfactory system of assessment is in place. The results of the assessment are not used effectively to plan step-by-step development as the pupils move through the school.

GEOGRAPHY

142. The school has maintained the satisfactory standards found in the last inspection. Pupils at the age of 7 and 11 are attaining in line with expected levels. Most pupils are achieving satisfactorily. Pupils with special educational needs receive additional support and this ensures that they make progress in line with their classmates. The school has introduced a new scheme of work since the last inspection. Satisfactory progress has been made since the last inspection.
143. By the end of Key Stage 1 the pupils have a sound understanding of their local area and are able to compare features with other places. This is due to the satisfactory teaching using methods that catch the pupils' imagination, for example comparing Boothtown with the imaginary Isle of Struay. Teachers in all Key Stage 1 classes use the journeys of 'Barnaby Bear' well to develop pupils' understanding of other parts of the world. The teachers do not give pupils sufficient opportunities to express their own views on places and environments and this limits independent learning. Work is often planned at the same level for all pupils and as a result the higher-attaining pupils are not always stretched.
144. In Key Stage 2 the pupils have a satisfactory understanding of the river system, using the correct geographical terms for flood plains and ox-bow lakes. Pupils' independent learning is developed in this aspect when teachers give pupils opportunities to study different rivers, for example the Angara and the Nile. The scrutiny of work shows that this type of opportunity is limited. As a result the independent learning skills are not well developed and higher-attaining pupils are not always fully challenged. Pupils have a good knowledge of their own area. The average and higher-attaining pupils are able to discuss local facilities and how they could be improved. Their knowledge and understanding of wider world issues that effect the environment are not as well developed. The quality of teaching is satisfactory overall. The teachers plan their lessons together to ensure that there is similar work in parallel classes. The pupils with special educational needs receive additional support if necessary, but work is not always set at a different level. There is some good quality teaching in Key Stage 2. For example, in Year 5 classes the effective use of maps and discussion allowed the pupils to identify various facilities in Halifax. Using this information the pupils were able to discuss what facilities were missing or what needed to be improved. The pupils in these classes respond well to the teaching. They work well together with higher-attaining pupils assisting pupils

with special needs and lower attainers. This has a positive effect on the progress made by these pupils. There are times in lower Key Stage 2 lessons when the slow pace of lessons means that pupils become restless and do not respond quickly to teachers' instructions. In a lesson using maps the teacher misses opportunities to question pupils to establish what they already know and all pupils are given exactly the same work to complete. As a result the higher-attaining pupils are not fully challenged in the lesson.

145. Literacy skills are taught and developed satisfactorily in geography. There are particularly good links in Key Stage 1 where the teachers use the stories of Mavis Hedderwick to illustrate life on an imaginary island. In Key Stage 2 the pupils read and write about the places they have studied. Teachers develop numeracy skills satisfactorily. Pictograms are used to record the way people travel to school in Year 3 and graphs are used in Year 6 to show the gradients of rivers. The use of information and communication technology is satisfactory. The pupils develop their skills in both information and communication technology and speaking and listening when they interview people who work in school using tape recorder. Pupils also have opportunities to use CD-ROMs to find out about the areas they are studying.
146. The subject is soundly co-ordinated. There are satisfactory assessment procedures in place, but these are not used effectively to ensure that there is step-by-step skill development as pupils move through the school.

HISTORY

147. Pupils enjoy their history lessons especially in the younger classes, therefore they make steady progress through the school so that the standard that they reach at the end of both key stages is similar to that expected from pupils of similar age. The school has, therefore, maintained the levels of attainment that were present at the last inspection.
148. Teaching is satisfactory in both key stages. The good use of resources and the consistent teaching of enquiry skills ensures that pupils in Key Stage 1 and the younger pupils in Key Stage 2 work hard and make good progress in their lessons. In a Year 2 lesson the good use of opened-ended questions and the interested response encouraged confident answers from pupils. They successfully recalled information about Florence Nightingale from a video seen earlier and then sequenced the events in Florence Nightingale's life. Pupils' literary skills were used satisfactorily as they used reference books to find out further information.
149. In a vibrant lesson that focused on toys the teacher stimulated interest and motivation by the use of personal artefacts in the form of old black and white photographs and an old doll brought in by a pupil. The teacher maintained interest by standing in front of the display of old toys until she was ready to show each one in turn and compare them with those seen in the museum the week before. The background information about the old doll from Russia was particularly well used in developing pupils' understanding of historical evidence and furthered pupils' appreciation of how toys have changed over a period of time.
150. Younger pupils in Key Stage 2 were motivated and keen to contribute to a lesson involving invaders. The teacher used lively questions and an attractive wall display well so that pupils excitedly recalled the Celts and their position on the time line. The teacher then thoroughly prepared the pupils to watch a video about the 'Roman Invasion' thus ensuring that they gained the maximum knowledge and understanding from it.

151. In the best lessons pupils are motivated and are keen to contribute and their answers are valued and built on. However, when work is recorded too much of it relies on worksheets so that pupils have little opportunity to practise their writing skills. Since all pupils usually do the same sheet they provide little challenge to the higher-attaining pupils.
152. Some lessons in Key Stage 2 do not give pupils enough independence to develop individual study skills. For example, in a lesson about Tudor Houses the teacher used posters to describe the construction of different types of houses but all questions were of a closed nature and consequently pupils lost interest and many failed to take part in the lesson. Work on the Second World War in Year 6 failed to provide sufficient challenge as pupils sequenced the events leading up to the war and during the war itself. Although pupils had access to both reference books and a CD-ROM, tasks set failed to promote either pupils' literacy or historical skills sufficiently.

INFORMATION AND COMMUNICATION TECHNOLOGY

153. At the time of the last inspection pupils' standards were below national expectations at the end of both key stages and the inspectors identified a weakness in the accessibility of computers. In the years since the last inspection there has been significant development in the provision for information and communication technology. This has resulted in the development of a bank of up-to-date computers along with computers in each classroom to improve pupils' access, a broader curriculum, the effective use of knowledgeable non-teaching assistant and greater staff confidence. As a result of these developments pupils' standards have improved.
154. By the age of seven pupils achieve standards which are broadly in line with those expected for their age. From their earliest days in school children are familiar and confident in using computers. Throughout the school they appreciate the benefits of computers in the home and for other purposes. For example, pupils in Year 2 sensibly discuss the benefits and advantages that word processed work have over hand-written work. They understand that it is easier to read, spelling mistakes can be corrected easily and are not visible and all writing looks good. Pupils then go on to build on their skills as they draft and redraft a story about themselves or sequence sentences about the life of Florence Nightingale on the computer screen.
155. Pupils are encouraged to be independent and from Year 1 onwards they load and open the programs themselves, use the icons effectively and save, print or delete their work. They show satisfactory mouse control and amend their work to produce an attractive picture of a teddy bear and a range of signs and labels. In work on graphics, pupils in Year 2 draw pictures in the style of Mondrian using a drawing program. All pupils, including those with special educational needs, make satisfactory progress in observing the use of and using an expected range of equipment, including programmable toys (Roamers), audio equipment which plays the music in lessons and assemblies, the video player and digital camera. By the end of Key Stage 1 pupils understand and use a range of appropriate information and communication technology vocabulary such as 'shift', 'delete', 'backspace' and 'fonts'.
156. By the age of 11, pupils' standards are in line with national expectations. Pupils in Year 3 make satisfactory progress as they continue to develop their keyboard skills and demonstrate effective mouse control. In Year 4, pupils produce vivid pieces of

work in their topic on journeys. They alter the size, style, colour and font of the text and import clip art pictures to communicate a message in an imaginative way. They save and print their work with increasing independence. Year 3 pupils know how to communicate with others by using e-mail and make contact with fellow pupils. A sensible and mature conversation about the ethics and etiquette of sending e-mail messages helped to promote pupils' moral and social development. Pupils are aware of the need to be polite and not to send cruel or unpleasant messages.

157. Pupils make satisfactory progress in developing their skills, knowledge and understanding of how to communicate and handle information through information and communication technology. For example, they are using a word processor to draft and redraft writing on screen. This enhances pupils' development of literacy skills. Pupils in Year 6 present information in different ways for different audiences. Higher-attaining pupils produce a multi-media presentation which includes text, pictures and sound. Pupils have reasonable access to computers in their classrooms as well as in the computer suite and this enables them to apply and consolidate their newly learned skills. An extra-curricular computer club for pupils in Year 6 provides an additional opportunity for pupils to enhance their skills by producing a school magazine.
158. Pupils' skills in handling data are at the expected levels. In Year 4 pupils showed a good understanding and their skills in using a database about fruit to research and find answers. They were thrilled to find that answering a series of questions by using 'yes' and 'no' answers could correctly identify a fruit. By building on the skills learned in previous years, pupils in Year 5 demonstrated their knowledge and understanding of databases and using a spreadsheet to input and use information about the solar system. Pupils in Year 6 entered formulae into cells and used a spreadsheet to calculate the costs of producing toy dinosaurs in a factory. This enhanced pupils' development of numeracy skills.
159. There was little evidence available to assess pupils' skills in the controlling and measuring aspect of information and communication technology. However, teachers' planning and work samples show pupils use suitable programs and know how to write a set of commands, for example to draw a square on the computer screen. There is limited evidence of pupils being able to use sensor technology in their science work, for example to identify and plot changes in light, sound or temperature. This work is planned for later in the year.
160. In all classes, pupils are beginning to use information on a CD-ROM to provide information to support their topic work. For example, pupils research information about the Romans, Vikings and Victorians in history and use a CD-ROM to support mapwork in geography. Information and communication technology is used satisfactorily in supporting literacy and numeracy.
161. The quality of the direct teaching of information and communication technology skills is good and pupils' learning is also good. Most teachers have developed their own knowledge, skills and understanding considerably over the past year and they are much more confident in their own knowledge than they were previously. The school makes good use of the teaching assistant's experience and secure subject knowledge to ensure pupils receive good-quality teaching. The school now has a good scheme of work to ensure that skills are taught in a systematic way. Sensible organisation by splitting the class so that half of the pupils use the bank of computers whilst the other half have a design and technology lesson ensures that lessons are managed well with pupils being given good opportunities to work individually or in pairs on computers. In these lessons the staff circulate well and do not interfere

unless a pupil is experiencing difficulty. The basic skills in information and communication technology are taught well by the enthusiastic non-teaching assistant, although the vocabulary used is occasionally 'over the heads' of the lower-attaining and younger pupils. Lessons are well planned with a clear identification of what skills pupils are expected to learn.

162. Pupils enjoy their lessons and have good attitudes to information and communication technology. They treat all equipment with care; they behave well and listen carefully to their teacher or adult helper. Through their high levels of concentration and perseverance, pupils display a determination to develop their knowledge, skills and understanding. Pupils appreciate the support they are given and they are sufficiently confident to ask questions when unsure about the task. In many lessons pupils were observed supporting each other in a friendly manner. On a few occasions they finish their task easily and quickly and need more extension work.
163. The keen and knowledgeable co-ordinator has had a significant impact on improving the provision of information and communication technology. He leads the subject well. The new planning ensures that everything that should be taught is taught and meets the requirements of the National Curriculum. On-going assessment is satisfactory and teachers track pupils' skill development during lessons and keep samples of pupils' work as a record of their attainment. Resources are satisfactory overall and used well.

MUSIC

164. By the end of Key Stage 1 pupils have achieved standards of attainment which are average for this age group. Attainment by the end of Key Stage 2 however, is below that expected for this age. These standards reflect those reported at the last inspection when it was noted that there was a need to develop staff expertise and ways of assessing pupils' learning.
165. Teaching is satisfactory overall and good in a third of lessons, especially in developing pupils' tuneful singing. Throughout the school pupils are taught well to sing tunefully in unison, clearly articulating their words. Preparing for school productions gives teachers a shared focus in improving singing for performance. In assemblies pupils sing hymns to a piano accompaniment and in lessons they follow taped radio programmes. While teachers find these ready-made programmes helpful and use them well, they are not enough to develop pupils' musical experience in creating and performing their own music.
166. Pupils in Key Stage 1 enjoy playing wooden percussion instruments such as a wood block and xylophone. The teacher's clear explanations and reminders help them to understand how they can make different sounds by tapping or scraping the instruments. Pupils distinguish between high and low, loud and soft sounds when following the 'Florrie and the flying carpet' music. By listening carefully to the teacher, most pupils in Year 2 can accurately copy a musical rhythm by clapping to it.
167. Since the last inspection several teachers with good musical expertise have been appointed. Their singing, keyboard or guitar playing ability is particularly effective in illustrating parts of taped lessons in Key Stage 2 classes. Frequently their input is more interesting than the recorded programme. After hearing some ragtime music pupils in Year 6 listened to their teacher playing a 12 bar blues rhythm on the guitar. They clearly enjoy clapping and using voice sounds to make syncopated rhythms against a regular beat. Apart from occasional opportunities to use a few percussion

instruments, however, pupils in Key Stage 2 have not developed their instrument playing ability far beyond the level of Key Stage 1 pupils.

168. Pupils hear recorded music as they go into assembly, but otherwise have few opportunities to listen to music. Year 6 pupils practise a lively African 'call and response' song but most pupils have little experience of listening to music from other times or cultures. They are not able to name any famous composers. There was no evidence of teachers allowing pupils to compose their own music, or working together in groups and performing to each other. Pupils do not listen to recordings of their own music or learn enough about how music can be written down. Information and communication technology has made little impact on the music curriculum, but some computer software has been tried. Teachers make good links with literacy where possible. In Year 4 pupils were asked to explain the meaning of words such as 'envy' and 'flattery' when singing a song based on a fable 'The Fox and the Crow'. Pupils in Year 6 learn how 'improvisation' creates freshness in jazz music.
169. There is little evidence of improvement since the last inspection. The co-ordinator is aware of the need to develop the content and the assessment of the music curriculum. Although recorded tapes provide a satisfactory basis for lessons, there is still a need to establish a more varied programme to include much more composing and listening to music. Pupils of all levels of ability take part in the same activities. There is now a system for assessing and recording what pupils have studied in their music lessons, but this does not accurately record how well they have learned. The assessment is not sufficiently focused on all aspects of music and does not identify the levels of attainment which pupils have achieved.

PHYSICAL EDUCATION

170. At the time of the previous inspection, standards were in line with those expected nationally. In the intervening period satisfactory progress has been maintained and current inspection evidence indicates that at the end of both key stages pupils, including those with special educational needs, achieve standards which are in line with those expected nationally. There is an appropriate scheme of work which enables the teachers to plan for all aspects of the National Curriculum requirements in the subject.
171. By the time they reach the age of seven, pupils have developed basic skills in gymnastics and use them effectively to plan a sequence of movements along benches and mats, whilst moving in a straight line. They incorporate a wide range of movements in their sequences: jumps, rolls, slides and turns. With support and encouragement from their teachers, pupils develop the use of the apparatus available to them. They incorporate the mats placed at each end of the benches within their work. In dance lessons pupils move carefully around the hall, taking care to utilise the space available to them, whilst showing an awareness of other pupils' movements around them. Pupils in these lessons responded well to the stimulus created by the music. They developed imaginative movements to illustrate the mood of the music.
172. In Key Stage 2, all the lessons observed were based on dance. Pupils in Year 3 benefit from well-planned lessons to develop their skills in dance. They display a good sense of rhythm and co-ordinate their movements well. They work well with their partners to perform their dances in sets. The theme is continued into Year 4, when pupils' skills are further developed enabling them to perform more complicated dances. For example, pupils in Year 4 know movements such as swinging, casting off and making arches. Whilst most pupils behave well in this lesson a small minority

do not participate fully in the dances and do not achieve sufficiently high levels of learning. In Year 5 pupils benefit from high quality teaching by the enthusiastic subject co-ordinator and make very good progress in their learning. The lesson is well-planned to give the pupils the opportunities to develop a range of sequences of movements through dance. The teacher uses the taped music very well to support pupils' learning and the development of skills. The pupils recognise the need to warm up before they take exercise and do this well. Pupils make good use of mime during the lesson and co-ordinate their movements effectively. Pupils in Year 3 have swimming lessons at a nearby school. They travel by coach to the pool and are taught by qualified swimming teachers. Many achieve the requirement to swim 25 metres before they leave the school.

173. The quality of teaching is satisfactory overall for pupils at both key stages, but there are variances between lessons observed. In the lessons where higher quality teaching was observed the pupils make good and sometimes very good progress in their learning. The teaching and learning are better when the teacher is confident about the subject and plans to incorporate the teaching of specific skills within the lesson. The good relationships observed between pupils and between pupils and adults are positive elements in creating a good learning environment for pupils to make progress. The good behaviour and positive attitudes of pupils contribute well to the good progress they make in these lessons. Where teaching is less secure the quality of learning, though satisfactory, is not always as good as it could be. Major factors in the lower levels of progress made are when the teacher is unsure about the content of the lesson and when the teacher's expectations of behaviour and performance are not sufficiently high.
174. Within the physical education curriculum all pupils have equal opportunities to take an active part in lessons and in the extra-curricular activities organised. Some teachers organise football and netball training sessions and these are open to all boys and girls who wish to participate. The school's football team has experienced high levels of success in competitions they have entered. The resource provision is adequate to teach the subject effectively. The school hall is spacious and has a very good surface for gymnastics and dance. The school does not have its own field, but utilises the local playing field during better weather for games and athletics.

RELIGIOUS EDUCATION

175. The teaching of religious education is based on local guidelines and provides teachers with a secure framework in which to work. Pupils learn about Christianity and other major world faiths including Hinduism, Sikhism, Islam, Judaism and Buddhism. The standards have been maintained since the last inspection and the attainment of pupils of 7 and 11 is in line with expectations of the agreed syllabus. Pupils with special educational needs are well supported in lessons and make progress that is in line with their abilities.
176. In Key Stage 1 pupils consider Jesus as a special person and learn about stories from both the Old and New Testaments which gives them values on which to base lives. In a Year 2 lesson the teacher developed the theme of 'God's beautiful word' effectively by taking the pupils on a photography trip around the outside of the school. Pupils identified what they thought were attractive and unattractive features and photographs were taken. These photographs then provided the pupils with meaningful first-hand evidence that they were able to use in deciding how they could improve their own environment. Through good questioning skills the teacher encouraged pupils to expand their ideas thus contributing to their development of

language skills. Pupils enjoyed the story of 'Dinosaurs and all that Rubbish' which the teacher read expressively so reinforcing the importance of looking after the world. By checking on pupils' knowledge of words the teacher used opportunities to extend pupils' vocabulary. Although some opportunities were lost to reinforce the beauty of nature, pupils appreciated the importance of taking care of the environment. Teaching is satisfactory in Key Stage 1.

177. Teaching is also satisfactory in Key Stage 2 where teachers' subject knowledge of other religions is just satisfactory. As a result, pupils are taught the basic facts about the traditions and beliefs of other faiths, but they provide too few opportunities for pupils to reflect on common values and differences. The emphasis in the teaching is on knowledge of other faiths and too little time is given to comparisons that lead to understanding and respect.
178. The contribution of religious education lessons to pupils' spiritual development is, therefore, limited. There are too few opportunities for pupils to develop individual learning skills by carrying out their own research. Much of the recording of work is through copied notes, which give practice in handwriting but presents little challenge.
179. In a class where Hindu pupils were present the teacher sensitively invited pupils to share their traditions with the rest of the class and this supplemented the teacher's knowledge as well as bringing a greater depth of understanding about Hinduism.
180. The new co-ordinator has appropriate plans to develop the subject which include a wider range of visits to places of worship and further use of visitors from a range of faiths.