

INSPECTION REPORT

Longton Primary School

Longton, Preston

LEA area: Lancashire

Unique reference number: 119350

Headteacher: Mr M. P. Dickinson

Reporting inspector: Mr G. Loizou
OIN 22999

Dates of inspection: 12th – 15th February 2001

Inspection number: 196265

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 5 – 11

Gender of pupils: Mixed

School address: School Lane
Longton
Preston
Lancashire
Postcode: PR4 5YA

Telephone number: 01772 612495

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Appropriate authority: Governing Body

Name of chair of governors: Mrs M. Searson

Date of previous inspection: 23rd June 1997

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22999	Geroge Loizou	Registered inspector	Science Art and design	What sort of school is it? How high are standards? How well are pupils taught?
19335	Susan Dixon	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
20950	Roger Burgess	Team inspector	Mathematics Information and communication technology Geography	How well is the school led and managed?
29381	Anne Brangan	Team inspector	Religious education History Physical education Foundation stage Special educational needs	
23990	Alan Shadrack	Team inspector	English Design and technology Music	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Longton Primary School is situated south west of Preston and serves the semi-rural village of Longton. The village is a mixture of older properties, a small council estate and modern executive housing. There are 322 pupils on roll who come from a range of social backgrounds. The school has identified 21 pupils as having special educational needs of a medical and learning nature and five of these pupils have Statements of Special Educational Need. There are no pupils with English as an additional language. The percentage of pupils known to be eligible for free school meals is five per cent, which is below the national average. Pupils' attainment on entry is broadly average. The death of a mother and child in tragic circumstances and subsequent media intrusion resulted in heightened levels of stress and emotions for staff and pupils immediately preceding, and during the inspection.

HOW GOOD THE SCHOOL IS

Longton Primary School is a good and effective school. Most pupils make good progress and achieve above average standards in English, mathematics, science and music in both key stages. This is because the quality of teaching is good, the pupils have very positive attitudes and their behaviour is good. The school is well managed and effectively led by the headteacher who has very good support from the governors. The strengths of the school greatly outweigh its weaknesses. The school provides good value for money.

What the school does well

- ◆ Standards in English, mathematics and science are good.
- ◆ The quality of teaching is good overall.
- ◆ Pupils have very positive attitudes and their behaviour is good.
- ◆ The headteacher provides good leadership and the school is well managed.
- ◆ Governors provide very good support.
- ◆ The school provides a good range of relevant learning opportunities.
- ◆ Provision for pupils' cultural development is very good.

What could be improved

- ◆ The quality of the school improvement plan.
- ◆ Provision in information and communication technology.
- ◆ The quality of assessment to improve future learning.
- ◆ Provision for pupils' personal development.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1997. Improvement since then has been good overall. The school has effectively established the literacy and numeracy hours and the quality of teaching has improved with a much higher proportion of lessons being good or better. Standards in the core subjects have been maintained, although standards attained in mathematics for pupils aged 11 have been variable and fallen overall. Standards achieved in mathematics by pupils aged 7 have shown a good improvement. The school has raised

standards both in design and technology and geography. Attainment in both subjects is now in line with national expectations. The issue of improving the effectiveness of curriculum planning has been successfully addressed. The key issue to improve progress for pupils with special educational needs has been effectively dealt with, while the effectiveness of subject co-ordinators has improved, although there is room for further development in this area.

STANDARDS

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

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

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

The grades above show that pupils' achievement in the 2000 end of key stage National Curriculum tests was above the national average in English and average in mathematics and science. Compared to schools having a similar proportion of pupils known to be eligible for free school meals, standards in 2000 were average in English and below average in mathematics and science. The performance of both boys and girls in the three years 1998 to 2000 exceeded the national average for their age group. In the work seen during the inspection, standards were above national standards at the end of Key Stage 2 in English, mathematics and science. By the end of Key Stage 1 pupils' attainment, based on the average points scores in the National Curriculum tests, was well above the national average in reading, writing and mathematics. On the basis of the teacher assessments for science the percentage reaching level 2 or above was well above the national average. Standards in information and communication technology are in line with national expectations. Standards in religious education meet those expected in the locally agreed syllabus by the end of both key stages. The school's targets are appropriate and are likely to be met in 2001.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes are good overall. In some lessons very good and excellent attitudes were seen
Behaviour, in and out of classrooms	Behaviour is good throughout the school. In most lessons and in assemblies behaviour is good.
Personal development and relationships	Personal development is satisfactory. Pupils have a high regard for others' feelings, values and beliefs. At present there are few suitable opportunities for all pupils to take on responsibilities for aspects of school life.

Attendance	Attendance is very good. It is well above the national average.
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Pupils come to school keen to learn; lessons and activities are approached with commitment. The good behaviour in the school has a beneficial effect upon their learning and upon the school community as a whole. They enjoy a good relationship with their teachers and their classmates. Although attendance is very good overall, some parents take their children on holiday during school time and this can have a detrimental effect on the children's progress.

TEACHING AND LEARNING

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

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

The quality of teaching is good overall. In 89 per cent of lessons it was good or better. It was very good or excellent in 25 per cent of lessons while the percentage of unsatisfactory lessons was four per cent. The quality of teaching has improved since the last inspection. Lessons are well planned and organised. Work is usually well matched to pupils' needs and abilities, giving them a clear challenge and supporting their progress. The teaching of English and mathematics is good overall and the skills of literacy and numeracy are taught well. Pupils are keen to learn and concentrate well. The school meets the needs of all pupils well, including pupils with special educational needs.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the curriculum is good. The school provides a broad and balanced curriculum with a good range of interesting activities, which enrich their learning. All areas of the curriculum meet statutory requirements.
Provision for pupils with special educational needs	Pupils with special educational needs are well supported. Effective systems are in place to identify, assess, support and monitor pupils. Individual education plans are sufficiently focused.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' spiritual, moral, social and cultural development is good overall, with cultural provision being very good. The school has strong links with schools in Hungary and Tanzania.
How well the school cares for its pupils	The school has good arrangements for the care and protection of pupils.

The effectiveness of the schools links with parents is satisfactory. Assessment information is used well by the school to analyse its academic performance but at present the use of assessment information to inform the planning of the curriculum is unsatisfactory.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership and management are good. The headteacher is effective in monitoring and evaluation the work of the school but the sharing of this task with co-ordinators, together with their role in the development of their subject, is less strong. The school's improvement plan identifies priorities for developments but there is insufficient detail regarding the personnel involved, the strategic timescale within which work is to be carried out and the projected costs.
How well the governors fulfil their responsibilities	The governors fulfil their role very well and have a good knowledge of the strengths and weaknesses of the school.
The school's evaluation of its performance	This is good overall. The headteacher has a good range of procedures for monitoring and analysing assessment, information, teaching and learning.
The strategic use of resources	Good use is made of all staff, of learning resources and of the accommodation. Financial planning is good and resources are used well to support the school's educational priorities.

There are sufficient, suitably well qualified and experienced teachers and support staff to meet the needs of all pupils and provide good coverage of the National Curriculum. Support for pupils with learning difficulties is good and contributes to their learning. Non-teaching staff make a valuable contribution to the learning of pupils with whom they work. The headteacher is a very good pastoral leader, which was reflected excellently in the management of the difficult situation experienced immediately prior to and during the inspection. Relationships between the headteacher, staff and governors are very good. Principles of best value are applied appropriately.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> ◆ Their children like school. ◆ Their children make good progress. ◆ They are comfortable when approaching school with questions or problems. ◆ Behaviour in school is good. ◆ There are high expectations. ◆ The school is well led and managed. ◆ Teaching is good. 	<ul style="list-style-type: none"> ◆ Parents want to be better informed about their children's progress. ◆ Some parents want the school to work more closely with them. ◆ Some parents would like to see a greater range of extra-curricular activities. ◆ Some parents are not happy with the level of homework.

The parents' views of the school are good. Parents support the school well and are appreciative of the education provided for their children. The inspection findings support the positive views of parents. They find that the provision of activities outside lessons is good although largely available for pupils in Key Stage 2. Information about pupils' work and progress is good and parents are welcomed into school where staff are available to talk to them. Written reports offer good information about the work that pupils have done. Homework is well used and for most is appropriate.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter the foundation stage with a range of pre-school experience but with overall attainment that is average. During their time in the Foundation Stage children make good progress in the areas of learning, in particular their language acquisition and mathematical understanding. They form good relationships and make good progress in their social development. There is appropriate focus on their speaking and listening skills and the children learn to listen and talk confidently using their developing vocabulary. Most children recognise words and write sentences as well as their own name. Their mathematical language and understanding of number, pattern and shape develops steadily through a variety of practical activities. They make good progress and can count up to 20 and beyond and can successfully order numbers to 10 and know the difference between odd and even numbers. Frequent experience on the computer enables the children to develop confidence in keyboard and mouse skills and some are able to competently use the mouse to click and 'drag and drop' items, such as words, to complete mathematical puzzles. Their knowledge and understanding of the world, physical skills and creative skills are well developed and by the end of the Foundation Stage children are above national expectations in language and mathematics.

2. Standards in reading at the end of Key Stage 1 from 1997 to 2000 were well above the national average and well above in comparison to similar schools. In 2000 the percentage of pupils achieving level 2 or above was 98 per cent and well above the national average. The percentage of pupils reaching level 2B or above was 92 per cent and well above the national average. The percentage of pupils reaching the higher level 3 was 46 per cent and again was well above the national average. Overall, pupils' attainment in reading in the 2000 tests was both well above the national average and the national average for similar schools. The inspection evidence confirms that standards are high. Most pupils enjoy reading and use a range of strategies to understand new text.

3. Standards in writing at the end of Key Stage 1 were well above the national average for the years 1997 to 2000. In 2000 the percentage of pupils reaching level 2 or above in writing was well above the national average. The percentage of pupils reaching level 2B or above was 77 per cent, which is well above the national average. The percentage of pupils attaining level 3 or above was 13 per cent and was above the national average. Overall, the pupils' performance in these recent national tests was well above the national average and above average in comparison with similar schools. Inspection findings confirm that standards are high and pupils' achievement is good. By the end of the key stage, pupils use punctuation correctly to ensure their writing makes sense. Writing is mainly neat and printed and letters are correctly formed but not joined.

4. Standards in mathematics at the end of Key Stage 1, from 1997 to 2000, were both well above the national average and in comparison with similar schools. The percentage of pupils achieving level 2 was 94 per cent and was close to national average. The percentage of pupils reaching level 2B or above, at 88 per cent, was well above the national average. A large percentage of pupils, 52 per cent, reached level 3. In 2000, pupils' performance in mathematics was well above both the national average and the national average of similar schools. These good standards are confirmed by the inspection and pupils make good progress. By the age of

7 most pupils understand the place value of each digit in a number and recognise number sequences, including odd and even numbers.

5. There are no National Curriculum tests for science but teacher assessment for 2000 indicated that 100 per cent of pupils reached level 2 or above. This result is very high in comparison with the national average. The percentage of pupils reaching level 3 was eight per cent and this was below the national average. The reason for this figure is that teacher assessments come mid-way through the summer term and not all topics are covered by this time. The inspection team found that standards were good and most pupils made good progress in science. By the age of 7 most pupils understand how to conduct experiments and apply the principles of fair testing. They have a good understanding of forces and realise that living things need basic conditions to survive.

6. Taking the four years 1997 to 2000, the performance of girls and boys at Key Stage 1, in reading, writing and mathematics exceeded the national average for their age group.

7. In English, the performance of pupils in Key Stage 2 was well above the national average during the three years 1998 to 2000. In 2000 the percentage of pupils reaching level 4 or above in English was 84 per cent and was above the national average. The percentage of pupils reaching level 5 or above was 39 per cent and above the national average. The overall performance of the pupils in English was above the national average and close to the average for similar schools. The inspection team found that the good standards in speaking and listening in Key Stage 1 are continued into Key Stage 2. Pupils listen attentively, contribute to discussions and offer cogent reasoning to support opinions. Standards in reading are at least good and very good by the time pupils leave for secondary school. Standards in writing are above the national average at the end of Key Stage 2. Most pupils write accurate, joined script, make good use of punctuation and are secure with spelling. They write for a range of purpose, using formal English well. The range of writing includes poetry, letter writing and descriptive and imaginative work.

8. Standards in mathematics at the end of Key Stage 2, from 1998 to 2000 have been extremely varied reflecting the cohorts particularly in 1999 and 2000. When this is taken into account the trend is one of steady improvement with results being above the national average. In 2000 the percentage of pupils reaching level 4 or above was 84 per cent and was above the national average. The percentage of pupils attaining level 5 or above was 21 per cent and was slightly below the national average. In 2000 the school's overall performance in mathematics was close to the national average but below average in comparison with similar schools. Inspection findings confirm that standards are good and pupils make good progress. By the age of 11 most pupils understand how to use ratio and proportion. Their skills in mental arithmetic are good and pupils of all abilities have a good knowledge of place value and can use a variety of methods to collate and represent data they have collected.

9. Standards in science at the end of Key Stage 2, from 1998 to 2000 were slightly above the national average. The percentage of pupils reaching level 4 or above was 92 per cent and was above the national average. The percentage of pupils reaching level 5 or above was 34 per cent and was close to the national average. In 2000, the school's performance in science was close to the national average but below average in comparison with similar schools. Inspection findings indicate that standards are good and pupils make good progress. Most pupils have good scientific knowledge and understanding and are using many of the skills of investigation. By the time they leave the school at the age of 11, pupils understand the term's 'hypothesis' and 'variable'.

10. Taking the three years 1998 to 2000, the performance of pupils in all core subjects was above the national average.

11. Standards in information and communications technology are in line with national expectations by the end of both key stages. This is mainly because of the limited opportunities for the development and use of skills across the curriculum. By the end of Key Stage 1 pupils know names such as "monitor, printer and mouse". Pupils follow the instructions on the screen and explain what would happen using the mouse. The majority of pupils can confidently enter text into a word processor. They can enter and record sequences of instructions to control a programmable toy. By the end of Key Stage 2 pupils are competent with word processing, able to draft, edit, amend and print their text. They are confident in following instructions and have a good understanding of the retrieving and storing of work. Pupils start, save, print and close programs independently.

12. Achievement in religious education is in line with the locally agreed syllabus. Throughout the school, pupils show a good understanding of festivals and celebrations in the Christian and other major faiths. Pupils develop a good understanding of religious concepts through stories from the Bible.

13. Standards in all other subjects of the National Curriculum are at least satisfactory and above national expectations in music by the end of both key stages. Since the last inspection there have been significant improvements in the standards attained by pupils in geography and design and technology. This is because the pupils now have access to a more balanced programme of work in geography and better opportunities to plan, design and evaluate projects in design and technology.

14. Standards of achievement of talented pupils is satisfactory and for pupils with special educational needs, achievement is good in relation to prior attainment. They are well supported by all staff. Better progress for pupils with special educational needs is an improvement since the last inspection. Pupils' performance in national tests is analysed and used to plan strategies to maintain and improve performance, such as setting for the core subjects. The school is aware that it needs to improve the quality of assessment and use it to inform future learning.

Pupils' attitudes, values and personal development

15. Pupils have good attitudes to their work overall and in some lessons very good and excellent attitudes were seen. Pupils come to school eager to learn; lessons and activities are approached with great enthusiasm. This has a positive effect upon their learning and creates a purposeful atmosphere. For example, in a Foundation Stage physical education lesson pupils developed their skills in moving along various pieces of equipment in an imaginative way. Throughout the lesson pupils put the maximum amount of effort into their work and as a result made very good progress and gained great satisfaction from their successes. In the majority of lessons pupils concentrate well and listen carefully to their teachers and to each other. Inattention is rare and only occurs where the teachers' expectations are too low, instructions are unclear or pupils are insufficiently challenged. Pupils work alongside each other amicably and willingly offer help and encouragement to their classmates.

16. Children in the Foundation Stage respond very well to encouragement to be independent and as they progress through the school they gain the skills needed to become independent

learners. Pupils can use reference books well but have limited opportunities to access information from computers and the Internet. Throughout the school pupils show genuine appreciation for the success of others. The high value placed upon pupils and their achievements is evident through attractive displays of their work in the classrooms and in the celebration of each other's work in lessons and weekly celebration assemblies.

17. The behaviour of all pupils is good; this has a beneficial effect upon their learning and upon the school community as a whole. In most lessons and in assemblies behaviour is good. At lunchtimes the majority of pupils mix and play well together and respond well to the high expectations of midday supervisors. Praise and reward for good work and behaviour are used effectively in many lessons to promote good behaviour, to motivate pupils and to instil pride and confidence. Pupils treat the resources and equipment they use with care and respect and have proved themselves trustworthy. There has been one exclusion in the past year, which was accompanied by appropriate procedures.

18. The relationships amongst all members of the school community are good. Adults in the school present good role models and pupils are treated with care and respect. This is reflected in the majority of pupils who are polite and helpful towards each other and to adults. Lunchtimes are generally sociable and pleasant. There are occasions when a small number of older pupils are insulting and unpleasant to each other and to younger ones. This occurs when pupils are not under close supervision and the present arrangements for Key Stage 2 pupils are not proving successful in improving the levels of respect that pupils show to each other. In contrast the practise of older pupils offering support and assistance to the much younger pupils at lunchtimes has a very positive effect.

19. Pupils' personal development is satisfactory. Pupils take part in some duties in the classrooms and in the school as a whole. At present there are few suitable opportunities for pupils of all ages to take the responsibilities they need to develop levels of maturity appropriate to their age. Pupils are encouraged to express their opinions and feelings in lessons and they grow in confidence as they progress through the school. A good example was seen in a Year 3 English lesson where a pupil took her turn talking to the class about her experiences at a chocolate factory. This was followed by confident replies to questions that stimulated good discussion. The absence of a structured approach to personal and social education lessons and the limited provision for pupils to develop aspects of citizenship is reflected in a small number of pupils who appear unaware of the impact of their actions on others. Pupils do learn about others' values and beliefs and are encouraged to consider the needs of the less fortunate.

20. Attendance rates in the last school year were well above the national average and were very good. Pupils are eager to come to school and they arrive on time. Registration is efficient and this time is well used for a variety of activities and personal study. Parents provide the school with good information about absences that are largely due to childhood illness. There are a significant number of parents who take holidays in term time and this has a detrimental effect upon the learning of these pupils.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

21. The quality of teaching is good overall. In 89 per cent of lessons it was good or better. It was very good or excellent in 25 per cent of lessons while the percentage of unsatisfactory lessons was four per cent. This is an improvement since the last inspection and is a result of monitoring of teaching and learning by the headteacher, the successful introduction of the

National Literacy and Numeracy Strategies and more effective curriculum planning. For children in the Foundation Stage it was very good in 20 per cent of lessons and good in 80 per cent. At Key Stage 1 it was excellent in six per cent, very good in 12 per cent and good in the remainder. At Key Stage 2 the quality of teaching was excellent in seven per cent, very good in 16 per cent, good in 59 per cent, satisfactory in 11 per cent and unsatisfactory in seven per cent of lessons.

22. Teachers throughout the school plan work carefully, providing a diversity of interesting and enriching learning experiences, linked to the National Curriculum and individual pupils' needs. They effectively use a number of teaching strategies which promotes good responses from the pupils although they still make insufficient use of assessment information when planning lessons. Good use is made of available resources to promote learning. A good example of this was in a Year 1 history lesson which encouraged the pupils to begin to understand that some books and photographs can be used to help find out about the past. The teacher skilfully used a bag with a mystery object (it was Peter Rabbit), a large black and white photograph of Beatrix Potter, appropriate toys, old books and a video sequence from the musical, Peter Rabbit. The pupils enjoyed the lesson and made good progress. Pupils are encouraged to be responsible about their work and are given opportunities to work independently or in groups or pairs. Lessons usually proceed at a brisk pace and pupils work hard, showing good levels of concentration and developing their skills, knowledge and understanding. As a result, they make good progress and achieve good standards.

23. All the teachers are technically competent in teaching the skills of literacy, numeracy and other basic skills. Teachers have high expectations and provide the pupils with work that is well matched to their needs and abilities. A class of older Key Stage 1 pupils were successfully and skilfully taught, during part of the literacy hour, how to create compound words by combining two single words. The teacher made excellent use of flash cards and encouraged the pupils to contribute to the lesson. In one mixed Year 5 and 6 class the teacher displayed excellent subject knowledge, enthusiasm and high expectations when successfully teaching her class how to use protractors to measure angles. The teacher challenged the pupils to work to a high degree of accuracy measuring angles and the pupils responded by working at a good pace, concentrating for all the lesson and achieving the targets set by the teacher.

24. Teachers managed pupils well mainly because of effective lesson planning that matched pupils' needs to lesson objectives, high expectations, clear instructions, opportunities for pupils to be responsible for their own learning and an insistence on high standards of behaviour. Year 6 pupils made good progress in their understanding about friction because the teacher very knowledgeably explained and demonstrated the task, providing key vocabulary and ideas on how to conduct the experiments. When lessons were unsatisfactory it was because of poor planning, failure to keep pupils on task and insufficient focus on the skills to be learnt.

25. The constructive help from learning support assistants, including those assigned to pupils with special educational needs, continues to make a good contribution to pupils' progress. The classroom assistant ably supported an excellent physical education lesson involving Foundation Stage children, she clearly knew what was expected of her and supported her group well, encouraging them to explore different ways of moving across the equipment.

26. Teachers use information and communication technology as part of their everyday work, for example, in displays and producing worksheets. Teachers' lesson plans do not clearly identify the skills involved when information and communication technology is used to support

learning. Pupils have insufficient opportunity to use information and communication technology to support their work in different subjects.

27. The school has a good assessment policy, which should be followed more consistently by teachers. Marking of pupils' work is inconsistent. Some teachers mark work with detailed and informative comments while others tick the pupils' work.

28. The amount of homework given to pupils is increased as they progress through the school and is used effectively to support learning. Homework takes a variety of forms including spellings, reading activities and learning tables.

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

29. The school provides a broad curriculum of good quality, which covers all aspects of the National Curriculum and fulfils statutory requirements, except in information and communication technology where pupils have too few opportunities to make good use of it across the curriculum. The curriculum for religious education meets the requirements of the locally agreed syllabus. The school promotes a number of areas well; literacy is a strength of the school; it is well developed through English teaching and underpins work in such areas as history, science and art and design. Music is also a strength and contributes well to the pupils' enjoyment of school and their spiritual, moral, social and cultural development. The provision for special educational needs is good. Opportunities to learn about other religions and cultures is very good and a further significant strength of the school.

30. Effective strategies are in place for both literacy and numeracy and are raising pupils' standards in English and mathematics by the end of Key Stage 2. In these and some other areas of the curriculum, assessment procedures should be improved in order to inform planning.

31. There is good provision for extra-curricular activities. Music is well supported through numerous extra activities and there are chess clubs and Morris Dancing opportunities provided. Soccer and netball clubs are provided though there has been some difficulty recently in organising inter-school competitive matches. A very good range of visits and journeys also enrich the curriculum. Visits to art galleries, museums and concerts are linked with the learning opportunities in school. The school undertakes a residential activity week in North Yorkshire as a joint venture with a contrasting and smaller primary school. This has very beneficial effects on the social and cultural development of the pupils.

32. All pupils have an equal opportunity of access to the curriculum. Provision for pupils with special educational needs is good. Pupils are supported through the provision of differentiated activities and through the work of support assistants. Individual education plans for these pupils are appropriate and used effectively. Their work is monitored and their progress evaluated in relation to the individual targets set.

33. The school offers a wide and impressive range of further links with the community. Representatives from the local churches are invited to take assembly and pupils display their literacy work in the local library. There are strong links with local schools and the headteacher's professional contacts promote these particularly well. Pupils take part successfully in Library Quiz's and Best School Garden competitions. These opportunities enrich the experience of pupils. Admirable links with Hungary and Africa prove very worthwhile ongoing opportunities for

pupils to learn about other cultures. Teachers frequently refer to these links in their lessons and this is a significant strength of the school. The contribution of the community to pupils' learning and the relationships with partner institutions are very good.

34. Provision for pupils' personal, social and health education are satisfactory but is an area for development. There is evidence of this area of the curriculum being developed in the school but provision is still inconsistent. There is little evidence of a consistent policy on the teaching of sex education and attention to drug misuse. The school recognises that these are areas for development.

35. The provision for pupils' spiritual, moral, social and cultural development is good overall, with cultural provision being very good. The school makes a satisfactory contribution towards pupils' spiritual development. Teachers create good displays of religious themes, such as information about Sikhism and holy rituals. These, and the study of African foods in design and technology, raise pupils' awareness of other people's beliefs and rituals. In an assembly, younger pupils were encouraged to reflect whilst watching a lighted candle and thinking about feelings, friendship and celebration. In an art and design lesson pupils were given time to reflect on the beauty and design of a piece of work. The school does not always take full advantage of spiritual opportunities on other occasions. Planning does not always, for example, indicate in art and design and music, opportunities to stimulate awe and wonder.

36. The school makes good provision for pupils' moral development. The school has devised a sensible set of rules as its code of conduct and these are displayed around the school. The code is overlong and would benefit from being more concise. Teachers are good role models and have high expectations of pupils' behaviour. They take opportunities in lessons and assemblies to emphasise issues to do with right and wrong. Consideration for others is promoted consistently throughout the school. The school promotes a friendly, caring family atmosphere. Classroom rules include being polite to everyone. Writing displayed in Year 4 about 'my best present ever', reflects a sensitive appreciation of real values.

37. Pupils' social development is good. The structure of the school's systems in practice and the care of the staff ensures that all pupils are valued and can fit in to the school's routines and ethos. The school provides good opportunities to develop their social skills in its wide range of extra-curricular activities. It enables pupils to show responsibility as monitors, supporting the school library, helping younger pupils at playtime and managing the 'tuck shops'. During lessons, pupils show a very high degree of co-operation and tolerance. Mutual respect between pupils and staff is consistently displayed. This was very clearly seen in a Year 6 food technology lesson when pupils pooled their ideas with courtesy, patience and success. They demonstrated care for each other where health and safety issues were paramount. The many visits and journeys offer good opportunities for further social provision.

38. The cultural development of pupils is very good. The school provides strong opportunities for pupils to further their musical skills in the wide range of activities offered. They are given opportunities to listen to music of different periods and other cultures. Teachers encourage pupils to perform their creations in front of the school and in lessons to the class. Pupils learn the different techniques of artists and are enriched by the multicultural aspects of, for example, African art. The ongoing links established with other countries and cultures is a major strength in the school and fully exploited by the teachers whenever the opportunity arises. A delightful travel project is underway and displayed in Key Stage 1. Barnaby the Bear's visits to various parts of the world, such as the United States of America and Hong Kong, arranged by staff and parents

is recorded and celebrated. Cultural diversity and richness are clearly evident in the pupils' progress reports. The school fulfils its statutory duty for the provision of collective worship.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. The school has good arrangements for the care and protection of its pupils. Pupils are all well known and well supported by the good relationships that exist throughout the school. In particular all adults in school, and those that support the after school facilities, show themselves to be sensitive and caring with a high level of commitment to the well being of all in their care. Health and safety and child protection procedures are satisfactory and the daily practice is good. The governing body is closely involved in monitoring health and safety requirements and promptly takes appropriate action, if necessary. This contributes well to the school environment, which is well maintained, safe and attractive.

40. The procedures for assessing and monitoring pupils' academic and personal progress are satisfactory. There is a good comprehensive assessment policy that is well reflected in the school's records and analysis of pupil's achievements. Whilst much recording is done efficiently and maintained centrally there is inconsistent practise across the school and this restricts the effectiveness of the system. Various tests and assessments provide the information that the school needs to monitor each child's progress and to identify their difficulties and successes. Portfolios of work are maintained for each pupil and are being developed into clear records of progress for the benefit of teachers, pupils and parents. Each pupil is provided with academic and personal targets that form the basis of regular discussions and also provide parents with information that allows them to offer better support at home. Assessment information is used well by the school to analyse its academic performance but at present the use of assessment information to inform the planning of the curriculum is unsatisfactory. This was also the case at the time of the last inspection and the school has already identified this as an area for development.

41. The procedures for monitoring and promoting good behaviour are satisfactory. There is an effective system of rewards and sanctions that are understood by all. The emphasis placed upon praise in lessons is effective in promoting good behaviour and in boosting self-confidence and pride in all pupils. Teachers provide clear messages about any unacceptable behaviour although there is some confusion amongst pupils about the sanctions system. The differences between the displayed codes of conduct in different parts of the school contribute to this. At present pupils are not sufficiently involved in contributing to the school's code of conduct. The procedures for monitoring and eliminating oppressive behaviour are satisfactory.

42. The procedures for monitoring and improving attendance are satisfactory. The school generally meets statutory requirements and the administrative arrangements are efficient. Some absences due to holiday taking in term time are incorrectly authorised and the procedures for parents taking holidays are insufficiently formal. The governors' annual report publishes the required information and the school brochure does provide all that is required.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43. The parents' views of the school are good. Parents support the school well and are appreciative of the education provided for their children. They are especially pleased with the happiness of their children at school, with the good teaching, the good progress their children make and the high expectations of the teachers. Some parents expressed concern about the information they receive about their child's progress, the amount of homework provided and the

range of activities provided outside lessons. Some parents also felt that the school does not work sufficiently closely with them. In addition some parents expressed concern about the use of unpleasant language by a small number of pupils. The inspection findings support the positive views of parents. They find that the provision of activities outside lessons is good although largely available for pupils in Key Stage 2. Homework is well used and for most is appropriate. There is some evidence to support the other concerns of parents.

44. The effectiveness of the schools links with parents is satisfactory. The headteacher and the staff are approachable and the relationship between them and the parents is open and supportive. The arrangements at the start and finish of the school day for pupils in Key Stage 1 ensure that daily contact is good. Parents are welcomed into school and staff are on hand for the exchange of daily information. Pupils in Key Stage 2 are encouraged to be more independent although this makes daily contact more difficult. Parents are invited to make appointments should they wish to discuss any concerns. Parents of pupils in Key Stage 1 are invited to regular assemblies and in this way can gain some insight into the work that their children do and to take part in the life of the school. This opportunity is not extended to parents of pupils in Key Stage 2.

45. The impact of parents' involvement on the work of the school is good. Parent helpers provide regular support for each class allowing teachers to plan their role effectively. School events, information meetings and consultation evenings are well attended showing the commitment parents have to supporting their children's education. The Parent Teacher Association organises a variety of fund-raising and social events that are equally well supported. Funds raised provide the school with welcome additional resources and support for special projects.

46. The quality of the information provided for parents is good. Regular newsletters are well written and keep parents well informed about the life of the school. There is a useful governors' annual report and a school brochure. This contains a wealth of information but overall is lengthy and in places lacks clarity. The school already has plans in place to review the content and style of the school brochure. Throughout the school parents are provided with good information about planned work and how they might help at home. Parents new to the school receive a helpful and informative welcome pack. Homework expectations are provided but some parents have expressed a desire for an improved regular communication route. Information about pupils' work and progress is conveyed in good quality written reports and with regular consultation events. Written reports offer good information about the work that pupils have done. Areas of difficulty and targets for improvement are clearly identified.

47. The contribution that parents make to their children's learning at home and at school is good. Homework is well supported and this has a beneficial effect upon pupils learning. Reading record books are used well although these do not offer parents the facility to comment on other areas of homework. The home-school agreement is well supported indicating the parents' commitment to supporting the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

48. The school is effectively led and managed. The headteacher gives good leadership overall. He is a very good pastoral leader, which was reflected excellently in the management of the difficult situation experienced immediately prior to and during the inspection. His monitoring

and evaluation of the work of the school is very good. The sharing of this task with co-ordinators together with their role in the development of their subject is less strong.

49. Governors fulfil their duties conscientiously and use their skills very well in the service of the school. Governor training has been managed effectively so that new members are well informed about current issues. Several recently appointed governors expressed their appreciation of a session with the chair and clerk of the governing body, which they valued greatly. Governors are aware that some reviews have fallen behind during two busy years in which National Literacy and Numeracy Strategies have been introduced positively. All statutory requirements are met. Relationships between the headteacher, staff and governors are very good.

50. Since the last inspection, the role of co-ordinators has been developed through half termly interviews, which have set targets for professional development. Co-ordination of special educational needs is good and education in the early years is managed well. The role of the co-ordinator is not sufficiently developed, for example, there is no planned provision for their role in the co-ordination of assessment and curriculum development. There is no planned release of co-ordinators to monitor teaching and learning in their subjects.

51. There have been significant improvements in the monitoring of teaching and learning and it is now good. This has mainly been carried out by the headteacher. The results are fed back to teachers and governors and findings are incorporated into future planning. This has had a beneficial effect, particularly on standards at Key Stage 2. Monitoring of pupils' written work has identified the need to improve presentation and the inconsistent marking of work has been identified and addressed by introducing a whole school policy. This has yet to be consistently implemented throughout the school.

52. The school's improvement plan has been supported by annual action plans largely based on issues raised by the last inspection and national initiatives. The plan clearly identifies priorities for development. There is insufficient detail regarding the personnel involved, the strategic timescale within which work is to be carried out and the projected costs. There is limited involvement of staff in contributing to the drafting of the school improvement plan at an early stage. There is full consultation with staff and the governing body before the plan is adopted. Developments to help the school to reach targets set with the local education authority are also appropriately included. Governors recognise that they now have sufficient expertise and experience and are involved in regular, self-evaluation which probes into all areas of school life in order to raise standards, increase parental involvement and promote the positive profile of the school in the community.

53. There are sufficient suitably qualified teachers to meet the need of the National Curriculum. Support for pupils with behavioural or learning difficulties is adequate and contributes to the learning of these pupils. Non-teaching staff make a valuable contribution to the learning of pupils with whom they work. An appraisal system is in place and professional development is managed effectively to meet identified current needs. Provision of information and guidance for teachers new to the school is well organised.

54. Accommodation is adequate for the effective teaching of the National Curriculum and most classrooms are of an adequate size for the age of the pupils. Some classrooms are smaller and this can present problems, particularly for practical activities and older pupils. There is no separate office accommodation for the administrative assistant. She currently shares a room with the headteacher which of necessity results in some disruption to her work

when confidential discussions take place. The accommodation is kept clean by the conscientious caretaking staff.

55. The provision of learning resources is good for the teaching of most subjects and for pupils with special educational needs but provision for information and communication technology is recognised as an area requiring further improvement. Provision for English is good and there are plans to further improve the well organised library. The school's fund-raising committee makes a valuable contribution to the enhancement of resources for learning. Equipment is managed and stored well.

56. Strategic financial planning is appropriately linked to the school's improvement plan. Priorities have focussed on addressing the issues raised in the last inspection and raising standards in the core subjects of English and mathematics. The reduction in the carry forward of funds is a direct result of maintaining staffing levels during a period of a temporary fall in pupils numbers. A balanced budget is planned for the next financial year retaining a reduced but adequate amount for contingencies. Specific funding to help the school to raise standards has been spent effectively in improving teaching resources. Funding for pupils with special educational needs is spent appropriately on non-teaching support and specific learning resources. Recommendations in the last auditor's report in 1998 have been dealt with appropriately.

57. Day-to-day administration is effective and contributes to the efficient running of the school. The headteacher and the school administrative assistant organise the school accounts very efficiently. Clear procedures are in place for the management of ordering materials and making payments. Principles of best value are applied appropriately. Information and communication technology is used regularly for administration. It is also used regularly to make useful materials to support pupils' learning. It has not been effectively incorporated into the curriculum for pupils. Opportunities for its use throughout the curriculum have not yet been clearly identified.

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

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve the school further, the headteacher, staff and governing body should:

- ◆ Continue to improve the quality of the school improvement plan by:
 - *producing a clear strategic overview outlining planned initiatives in future years;*
 - *developing the involvement of all staff and governors in the formulation of the school improvement plan;*
 - *clearly identifying persons responsible for both initiatives and evaluation;*
 - *managing individual workload by increased involvement of co-ordinators;*
 - *developing a clear cycle for review of all areas of the curriculum within an agreed time-span;*
 - *clear costing for each initiative;*

(paragraphs 52, 82, 94 and 122)

- ◆ Continue to develop provision in information and communication technology to ensure:
 - *the intended upgrading and standardising of the existing range of hardware;*
 - *the development of the existing schemes of work to identify opportunities for using information and communication technology across the curriculum;*
 - *the progressive development of skills from year to year;*
 - *the development of an effective method of assessment to inform planning for future learning;*
 - *the development of portfolios of pupils' work to inform assessment;*

(paragraphs 11, 26, 55, 57, 93, 100, 101, 102, 106, 107 and 118)

- ◆ Continue to improve the quality of assessment and its use on future learning by:
 - *ensuring consistent implementation of the good policy that has been written and agreed;*
 - *developing clear procedures in each subject in accordance with the guidelines in the policy;*
 - *developing portfolios of pupils' work to inform assessment;*

(paragraphs 14, 22, 27, 30, 40, 50, 81, 83 and 100)

- ◆ Continue to improve provision for pupils' personal development by:
 - *developing consistency across the school reflecting examples of good practice;*
 - *consulting parents as part of a review to establish a clear, consistent and agreed policy and practice for behaviour;*
 - *identifying and providing appropriate opportunities for developing pupils' responsibilities throughout the school for pupils of all ages;*
 - *providing appropriate training and support to all staff to ensure consistent implementation of the school policy on behaviour throughout the school.*

(paragraphs 18, 19 and 34)

In addition to the key issues above, the school should include the following less important areas for improvement. These are indicated in paragraphs 20, 42 and 46:

- ◆ Improve the clarity of the school brochure;
- ◆ Impress on parents the detrimental effect of taking their children on holiday during school time.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	70
Number of discussions with staff, governors, other adults and pupils	24

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
9	16	64	7	4	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	322
Number of full-time pupils known to be eligible for free school meals	17

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	21

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

Pupil mobility in the last school year	Number of pupils
Pupils who joined the school other than at the usual time of first admission	22
Pupils who left the school other than at the usual time of leaving	17

Attendance

Authorised absence

	%
School data	3.8
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
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	29	19	48

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	29	29	27
	Girls	18	18	18
	Total	47	47	45
Percentage of pupils at NC level 2 or above	School	98 (96)	98 (96)	95 (96)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	29	28	29
	Girls	18	18	19
	Total	47	46	48
Percentage of pupils at NC level 2 or above	School	98 (96)	96 (95)	100 (96)
	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	21	17	38

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	18	19
	Girls	16	14	16
	Total	32	32	35
Percentage of pupils at NC level 4 or above	School	84 (85)	84 (91)	92 (89)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	18	18
	Girls	17	17	16
	Total	34	35	34
Percentage of pupils at NC level 4 or above	School	89 (79)	92 (80)	89 (85)
	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	0
Black – African heritage	0
Black – other	0
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	0
White	317
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	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)	12.2
Number of pupils per qualified teacher	26.3 : 1
Average class size	29.2

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	130

Financial information

Financial year	1999/00
	£
Total income	499,200
Total expenditure	513,738
Expenditure per pupil	1,724
Balance brought forward from previous year	50,570
Balance carried forward to next year	36,032

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	321
Number of questionnaires returned	113

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	46	2	0	0
My child is making good progress in school.	49	49	2	0	0
Behaviour in the school is good.	38	52	8	0	2
My child gets the right amount of work to do at home.	31	52	12	4	1
The teaching is good.	49	45	1	0	5
I am kept well informed about how my child is getting on.	28	45	25	1	1
I would feel comfortable about approaching the school with questions or a problem.	57	36	3	4	0
The school expects my child to work hard and achieve his or her best.	59	39	2	0	0
The school works closely with parents.	31	47	15	3	4
The school is well led and managed.	44	42	4	4	6
The school is helping my child become mature and responsible.	38	56	3	0	3
The school provides an interesting range of activities outside lessons.	32	40	15	3	10

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

59. There have been improvements in the opportunities provided for children in the Foundation Stage since the previous inspection. Underdeveloped opportunities for children to write during role-play, developing practical mathematical understanding and independent access to a tape-recorder was stated in the previous report. These underdeveloped opportunities have all been successfully addressed. The overall good or very good teaching in both classes is having a positive impact on children's learning.

60. Many children have pre-school experience at nurseries and begin Reception with overall average attainment in speaking and listening skills, mathematics and personal independence. This is confirmed by the initial assessments conducted with these young children. By the time they are ready to start in Year 1 the majority of children achieve well and attain the early learning goals.

61. Use of Capital Grant has allowed the school to plan for a new outdoor play area. This project is in the hands of the local education authority and work will commence early this year. More, larger toys of the steer wheeled type are to be purchased when this project is finalised.

Personal, social and emotional development

62. By the end of the Foundation Stage children in this important area of learning have made good progress towards achieving the early learning goals and a significant number go beyond these goals. The children have settled into class routines and are learning to share and to work together. They enjoy school and show good attitudes to their work. They are learning to take turns in group discussions and developing this understanding of turn taking through a variety of games and activities, for example, Five Little Frogs game and throwing the dice game. With gentle encouragement from the class teacher the children gain confidence and begin to show independence by trying things for themselves, for example, their role-play in the 'Cafe' or dramatising the Three Little Pigs in the straw house. On all occasions the children are well behaved and are showing signs of independence in knowing where equipment belongs and returning it correctly. The quality of teaching for this area of learning is good. The teachers provide good role models in their courteous manner towards children and each other. All the children's needs are well catered for at this stage and teachers constantly emphasise the need for everyone to get on together, to share and to treat each other with respect and kindness.

Communication, language and literacy

63. Children enter Reception with average attainment and most reach the target set for them by the end of the Foundation Stage. A strong emphasis is placed on the development of speaking and listening skills and children make good progress. They learn to listen and most can talk quite confidently about their experiences using appropriate vocabulary. They have thoughtful ideas in a class discussion about improvements to the playground. Excitement is shared when one child discovers that mixing black and white makes grey. At story time the children listen well and offer answers to questions, realising they do not need to shout out. They sequence the story of Incy Wincy Spider by sorting pictures saying the rhyme and dramatising it. The children perform a wide repertoire of nursery rhymes and action songs, which they have learnt by heart.

64. They enjoy story time and handle books appropriately turning the pages from right to left. All know that words and pictures carry a meaning and appear in sequence left to right and top to bottom. The children regularly take books home to share with their parents and this has a positive impact upon their learning. There is a good range of books available, including large picture books. All pupils are fascinated by the story of Floppy's Bath and show enthusiasm in their response to the reading. Emergent writing is becoming clearer and progressing into clear defined printing. Many children recognise words and write sentences as well as their own names. Most hold their pencils correctly, although there are a few whose motor control is not sufficiently developed for them to form letters correctly. The quality of teaching is good. The teachers use every opportunity to develop the children's vocabulary and find many ways to encourage them to listen carefully and to talk about their work and experiences. For example, they confidently talk about the shapes in their 'house pictures'. Teachers use skilful questioning to encourage the children to speak. Both teachers use very good intonation in their voices, which help motivate and inspire the children.

Mathematical development

65. Children make good progress in mathematics. Through a range of counting rhymes and games, children count to 20 and beyond. They successfully order numbers at least to 10 and match numbers and objects one to one. They count in twos up to 20 and know the difference between odd and even. Through songs, such as One Man went to Mow, they learn to count forwards and back and develop the concept of 'one more' and 'one less'. They recognise two-dimensional shapes such as circles, squares, triangles and rectangles. The majority of pupils are reaching the early learning goals of mathematical development and some are going beyond. They talk about and recognise simple patterns, they know numbers above 10 and know how to sequence a series of events. The quality of teaching is good. The teachers and nursery nurses plan well together to provide good opportunities for all children to develop their learning. They prepare appropriate activities to challenge all ability groups, building on their previous knowledge. Good teaching of information and communication technology skills was evident when three computers in one class displayed three different programs about shape complementing the lesson being taught. This good teaching prepares children well for the world in which they live.

Knowledge and understanding of the world

66. The children's knowledge and understanding of the world is average when they enter Reception. Good use is made of the immediate surroundings, including the church, village and journey to school. The children talk about the materials used to build their houses and have some knowledge of different types of houses around the world, for example, wooden houses in Thailand. The school places a good deal of emphasis on first hand experiences, such as visitors to school, for example, one visitor brought in empty shells that ducklings had recently hatched out from. This helped to further extend children's learning about animals and understanding of their world.

67. The children enjoy playing untuned instruments, for example, drum, triangle, Indian bells and maracas, considering and discussing the sounds they make. They learn about the senses in their science lessons and talk about their favourite smells and tastes. This topic is cross curricular with language, for example, when learning about the letter 'c' the children look and taste different fruit and vegetables beginning with this letter. In religious education lessons they learn about sharing and caring and important festivals, for example, Christmas and Easter. The

children are gaining a satisfactory understanding in information and communication technology. Most are able to operate listening centres and most use a computer mouse successfully to click and 'drag and drop' items, such as words, to complete mathematical puzzles. The quality of teaching is good. A wide range of rich resources is made available to develop the children's understanding of the world about them. Stories, circle games, art, music, drama, sand and water play together with local visits and visitors provide interesting learning experiences.

Physical development

68. Only one lesson was seen of children's physical development and the teaching and learning derived from it were very good to excellent. The group activities involved jumping safely from a low platform and moving in different ways across the equipment. The teacher sets clear routines and safety expectations, which the children are well trained in. Throughout the lesson pupils are selected to demonstrate to others. Class applause and a request for children to have a special sticker meet good examples of demonstrations. Very good building on prior lessons is evident with children developing independence, improving ability and being imaginative. As children complete their moves they very clearly show delight with their own success. This area will greatly benefit in the future from the advantages of the new outdoor play area. Most children are in line to achieve targets set for them nationally by the end of the Foundation Stage. Many will go beyond these targets.

Creative development

69. The children make good progress in developing their creative skills. They extend their creative imagination through role-play at the Cafe, Shop and Little Pigs House and through structured play in the sand and water. They enjoy painting very much and attempt to mix colours to create desired effects, for example, when they decorate their models. The children make choices about materials, colours and mark-making tools and by the end of the Foundation Stage, they are very confident in using a paintbrush. They make collages, spider mobiles with concertina style legs, and ladybirds from papier mâché all linked to stories and class topics, and can work with large expanses of paper and fabric to create texture and pattern. They make vegetable paints to illustrate their science topic using chalk on black paper. The children proudly talked about their excellent calendars based on van Gogh's famous sunflower design using woodchip, sawdust and paint with the beginning of perspective being developed. They sing enthusiastically from a wide repertoire of songs that they have learned by heart, they play a range of percussion instruments successfully. The Foundation Stage benefits from the expertise of a pianist as a member of staff. Most pupils are in line to exceed the early learning goals by the end of the Foundation Stage. The quality of teaching is good for this area of learning. The school recognises the value of art and music and provides many opportunities for such experiences. The enthusiasm of both teachers ensure that children make good gains in this area of learning.

ENGLISH

70. Standards of attainment in English are above expectations on entry to Key Stage 1 and at the end of both key stages. It was a similar picture at the last inspection. Progress is good overall in both key stages and sometimes very good. There is a minority of lessons in Key Stage 2 where progress is unsatisfactory. Where the progress is very good, teachers include a variety of experiences for pupils in their planning, deliver the lesson with pace and enthusiasm and end the lesson with an effective plenary session. Pupils with special educational needs

make good progress in both key stages. This is an improvement in Key Stage 2 since the last inspection.

71. In the 2000 national tests the school's performance in reading and writing at Key Stage 1 was well above national averages. When compared to similar schools, pupils' attainment in writing was less successful but still above national standards. Inspection evidence confirms that pupils are currently achieving well in their writing at Key Stage 1. The school's performance in reading was well above the national average and well above average compared to similar schools. This is confirmed by the findings of the inspection. Taking the past three years 1998 to 2000 together the performance of pupils in reading and writing has shown steady improvement with slight variation from year to year.

72. At Key Stage 2, pupils' performance in the 2000 national tests was above the national average and close to the average for similar schools. Progress was good overall from previous Key Stage 1 assessments of these pupils. Inspection evidence indicates that current pupils will attain similar good standards, though levels of progress between groups in Year 5 and Year 6 are inconsistent. Over the five years 1996 to 2000 pupils' performance in English has shown steady improvement.

73. At Key Stage 1 pupils' attainment in speaking and listening is good and sometimes very good. They are given many opportunities to speak clearly, offer comments and ask questions. This is reflected in the confidence that pupils display when speaking out loud. Classrooms from reception to the end of Key Stage 1 are language rich environments. Opportunities in other subjects support the progress in speaking and listening. In a Year 2 music lesson, for example, pupils were given the opportunity to discuss different sounds and how they could be used to describe something. In a Year 1 lesson, pupils were given the opportunity to dress as characters from Red Riding Hood and spoke successfully in role.

74. At Key Stage 2, pupils' opportunities to debate and discuss ideas develop significantly. In one Year 3 science lesson, pupils' talked enthusiastically about the absorption of differing materials and the conduct of a practical experiment. Throughout the key stage pupils speak clearly and listen well. Most pupils are clear about the correct use of adjectives, verbs and adverbs. They use conjunctions well in their speech. Opportunities in other subjects enable pupils to develop high levels of achievement in oracy. Numerous pupils are offered opportunities to speak aloud about an achievement or read their work to a large audience in assembly time. In an art and design lesson, Year 5 and 6 pupils were able to evaluate the quality of their work with confidence and perception. During a Year 6 food technology lesson, impressive language skills were deployed by most pupils to express opinions and contribute to group problem solving tasks. The school is well on the way to achieving its expressed intention of further raising the standards of attainment in speaking and listening.

75. Attainment in reading is good for the majority of pupils in Key Stage 1. The use of the scheme is very effective and there is a good range of reading material, both non-fiction and fiction. Home-school liaison is good and pupils benefit from the partnership links, which encourage reading at home. Most pupils enjoy reading and can say why they like a story. The youngest pupils are able to use clues when reading new words and their developing understanding of phonics is strength of their learning. Throughout the key stage, guidance by the teacher and displays on classroom walls remind pupils of good practice in reading aloud. The use of information and communication technology in support of reading in some classes is exemplary. In one class, very young pupils were accessing an interactive story on CD-ROM very effectively in support of the lesson objective. More able pupils read with fluency and expression.

Most pupils read fluently, are accurate and understand what they are reading. Many opportunities are given for pupils to read together in class. This enables the teacher to monitor and maintain the good progress.

76. Standards in reading are good throughout Key Stage 2 and above average by the end of the key stage. The majority of pupils are fluent and expressive readers and can enjoy traditional narrative poetry with, in some cases, understanding of archaic words. Opportunities to read aloud are inconsistent across some classes. Where these opportunities are most effective, the reading material is well planned and supported by good reference materials. Reading opportunities in these lessons are structured and contribute to the good pace of the lesson. Pupils in Key Stage 2 use the library well and there was evidence of frequent use. The reading skills of average and above average pupils are sufficiently well developed to cope with most texts. Adequate support is offered to those pupils requiring help. Other subject areas contribute well to reading. In a Year 4 history lesson, for example, pupils were given opportunities to read about Roman roads. The majority of pupils did this well and the teacher helped them with specialist vocabulary very effectively.

77. Pupils' attainment in writing at Key Stage 1 is good overall. Other subjects continue to provide good opportunities for recording and observation. In a Year 2 class, a story train constructed in a technology lesson provides an excellent opportunity to display imaginative writing. Classrooms are rich in displays, which celebrate a range of good writing. Pupils demonstrate that their stories require a beginning, middle and end. Spellings are mostly accurate and grammatical construction is generally good with appropriate use of capital letters and full stops. The evidence in the main, confirms that writing has improved since the last inspection. The school's policy not to teach joined script by the end of Key Stage 1 does not appear to have a detrimental effect on pupils' later progress. Pupils in Year 3 demonstrate a good cursive style.

78. By the end of Key Stage 2, pupils' writing is good, with some examples of very good characterisation and plot in stories. Factual writing, on the whole, is good and pupils write with accuracy and understanding. Examples of writing in science and design and technology show clear sequencing, argument and evaluation. In a Year 5 and 6 class pupils demonstrate their evaluation of the design process by writing clearly and concisely about their food containers. One pupil's scientific writing was celebrated as an achievement in assembly. The use of information and communication technology in drafting and word processing is underdeveloped and would benefit from more consistent planning in Key Stage 2. Examples of good writing about fables are displayed in Year 5 and pupils are given opportunities to invent their own. Examples in the lesson reflect previous understanding of the genre and imaginative thinking. Writing about visits, for example, in Year 4 to Ordsall Hall, illustrates good standards in recording and observation.

79. Pupils' response to the English curriculum is never less than good in Key Stage 1. They have good levels of concentration and are eager to contribute fully to the lessons. In Key Stage 2, the level of response is mainly good and sometimes very good. Where the teaching with older junior pupils lacks pace and organisation, their response is sometimes unsatisfactory. The more able pupils become bored and easily distracted through being unchallenged.

80. The quality of teaching at Key Stage 1 is never less than good. Over half the lessons observed were very good or better. In Key Stage 2, three quarters of the lessons observed were good or better. Only one lesson was judged to be unsatisfactory and this was because of low expectations, slow pace and lack of challenge for most pupils. Where teaching is very good in

Key Stage 2, lesson objectives are clearly shared with the pupils and an interesting variety of differentiated work is undertaken with pace. There is a very high expectation of pupils and their responses are sensitively challenged. This gives pupils the chance to refine and improve their responses. Though thoughtfully adapted, in the best lessons the literacy hour is fully deployed and particularly effective use is made of the plenary session when the teacher can evaluate the quality of learning achieved and ensure that objectives have been met. The good relationships and skilled pupil management in most classrooms motivate pupils to work hard and fully participate in lessons. They mostly behave well, are keen to learn and demonstrate social responsibility to one another in class. English makes a very valuable contribution to the pupils' spiritual, moral and social development. Multicultural study and writing opportunities generated, for example, through links with Hungary and Africa, enable an excellent contribution to their cultural development.

81. The English curriculum is effectively planned to meet the requirements of the National Literacy Strategy. It is broad and balanced for both key stages. The link governor plays an effective part in the strategic development of literacy and has, along with teaching staff, undertaken training. She is a good advocate of pupils' literature in school. Assessment opportunities are limited and the progress of pupils, particularly in Key Stage 2, should be more rigorously monitored. Assessment is being developed and improved through the use of voluntary national tests and improved target setting. Scrutiny of work shows that, though comments on pupils' English work are often complimentary and supportive, marking lacks consistency and fails to indicate what the pupil needs to do next to improve. There is little evidence of links being made with the target cards that pupils, staff and parents have agreed. There is every indication that homework is used well to support effective learning.

82. The quality of leadership is satisfactory. Some aspects of the role played by the subject co-ordinators are in need of further development, particularly in promoting consistent good practice throughout the school. The co-ordinator in Key Stage 1 has a clear grasp of the issues for the key stage and is well briefed on the strengths and areas for development. A very recently appointed co-ordinator for Key Stage 2 should help address the currently urgent need to ensure co-ordination of English between the key stages. A whole school approach to the development of this subject was an issue at the last inspection. Though efforts have been made to improve matters, this is still an area for improvement. This will help ensure the spread of good practice throughout the school and address the minor inconsistencies in the quality of teaching at Key Stage 2.

83. The Key Stage 1 literacy co-ordinator is very clear about standards and maintains a portfolio of pupils' moderated work throughout the school. The school's accreditation with the Basic Skills Agency is a testament to recent progress in this subject. Both co-ordinator's roles are underdeveloped and there appears to be a lack of evidence to show that standards in teaching and learning are monitored in order to complement the headteacher's own comprehensive system. The literacy governor is well briefed and clear about priorities. Resources are good overall. Book Fairs have enabled the school to enrich provision. Cross-cultural reading books have recently been introduced. Library provision is good and older pupils ably assist a non-teaching member of staff in the management of resources and lending. The member of staff has recently revised the colour coded Dewey system. Since the last inspection standards have risen, the quality of teaching has improved and key issues have been addressed. Monitoring and assessment procedures should be made more rigorous. Though there is evidence of target cards in Year 2 and individual targets displayed in a Year 4 classroom, more should be done to include these individual pupil objectives within the assessment process.

MATHEMATICS

84. The last inspection identified that the standards of attainment were above national averages in the tests for pupils aged 7 and 11. In the lessons observed during the 1997 inspections standards were judged to be in line with national expectations. There has been a good improvement in standards attained by pupils aged 7 since the last inspection. Standards for pupils aged 11 have been variable and have fallen overall.

85. The 2000 results of National Curriculum tests and assessments for mathematics at the end of Key Stage 1 and the findings of the inspection indicate that the percentage of pupils attaining at the expected level 2 or above is above the national average. The percentage of pupils attaining the higher level 3 is also above the national average. Boys and girls are performing similarly. Attainment was well above that of pupils in similar schools and well above that for all schools. The overall trend over the past four years has been one of steady improvement with some variation from year to year. Improvement has been more marked since 1998 and has been significantly greater than the improvement in standards nationally. This improvement reflects the impact of a more structured approach to teaching as a result of the successful implementation of the National Numeracy Strategy, an increasing use of target setting and the arrangement of classes into groups of similar levels of prior attainment.

86. In the 2000 National Curriculum assessments at the end of Key Stage 2 the percentage of pupils attaining at the expected level 4 was above the national average. The percentage of pupils attaining at the higher level 5 was slightly below the national average, five pupils narrowly missed attaining level 5. Boys and girls are performing similarly. Attainment was broadly in line with that of pupils in similar schools and similar to that for all schools. The trend over the past four years has been extremely varied reflecting the cohorts particularly in 1999 and 2000. When this is taken into account the trend is one of steady improvement with results being above the national average. The inspection evidence indicates that by the end of Key Stage 2 attainment is above the national average.

87. Evidence gained from lesson observations, the scrutiny of pupils' work, teachers' planning and from discussion with pupils and teachers, indicates that attainment is good at the end of both key stages. The rate of learning for all pupils is also good, including more able pupils and those with special educational needs. The last inspection identified that higher attaining pupils do not make sufficient progress. This position has improved. The pace of learning for more able pupils is good.

88. By the end of Key Stage 1, most pupils have gained a satisfactory knowledge and understanding of number and place value. They are familiar with the language and symbols of addition and subtraction. In Year 1, pupils add and subtract mentally numbers to 10. They count confidently to 100 but are less certain in counting back. Those with higher prior attainment have secure understanding of mental recall of addition and subtraction facts to 20. They count in twos, threes and fives and are making good progress in counting forwards and back. They respond quickly, for example, when naming numbers that are three more or three less than a two-digit number. Year 2 pupils count with confidence up to 100 and back. They count in tens and add and subtract to and from two-digit numbers. They are developing mental strategies for adding two-digit numbers together. Higher attaining pupils can explain the mental process they use to arrive at the correct answer. Pupils order numbers to 100 and complete and explain simple number sequences. They recognise odd and even numbers. Most are secure in their mental recall of addition and subtraction facts to 20. Pupils learn different ways of recording and presenting data, for example, Year 2 pupils have recorded their birthdays and made a graph

to show how many birthdays there are each month. They learn to solve simple problems, for example, presenting different ways of making 10. They identify and name flat and solid shapes such as pyramids, hexagons and pentagons and sort them according to the number of corners, edges and faces.

89. By the end of Key Stage 2 most pupils have a good understanding of place value and add and subtract decimals. Higher attainers confidently work with six-digit numbers and are familiar with mathematical terms such as quotient and quadrant. Most pupils understand the concept of negative numbers and are able to use this knowledge to plot co-ordinates on a graph with all four quadrants. They apply their mathematical knowledge well when solving practical problems, for example, finding out discounts when shopping. Pupils record faces, edges and vertices of three-dimensional shapes and calculate perimeters and areas of simple shapes. They identify different types of triangles correctly as acute, obtuse or reflex, measuring and constructing them with accuracy using a protractor. Younger pupils develop their skills in handling data recording and making graphs following a survey of their pets' favourite food. On another occasion use was made of the computer to record details of their different shoe sizes and hand spans and produce a range of graphs to present this information.

90. The majority of pupils, including talented pupils and those with special educational needs, make good progress in their learning through the school and pupils gain in understanding and skills in all the aspects of the mathematics curriculum. The arrangements for teaching mathematics at Key Stage 1 with pupils grouped by attainment and the groupings within the classes at Key Stage 2 is helping to ensure that the needs of all pupils are well met.

91. Pupils' attitudes to learning are never less than satisfactory and are good or very good in most lessons. Pupils are interested and involved. They listen carefully to explanations and instructions and are keen to answer questions. Most are willing to explain how they worked out the answer to the problem. They readily settle to work and co-operate well in pairs when required to do so. For example, in a Year 5 and 6 class when working out angles using geostrips and protractors.

92. The quality of teaching is good in most lessons and is occasionally very good or excellent. Lessons are well planned and prepared. Teachers share the lesson objectives with the class, which gives a clear focus to the work. They have secure subject knowledge, give clear explanations and instructions and make good use of questioning. Where teaching is most effective teachers set a brisk pace to the lesson; they have high expectations, both of behaviour and of the challenge of the work and set appropriate tasks to cater for the different levels of attainment in the class. They make good use of the session at the end of a lesson to discuss what has been learnt during the lesson and to share the work of different groups with the whole class.

93. All staff have received training for the numeracy hour. The co-ordinators monitor teachers' planning. There is no planned provision for them to observe classroom practice throughout the school. The results of national tests are used to set targets. There are targets for each year group and individual targets are stated on pupils' annual reports. These targets are useful in providing guidance for progress to individual pupils and are used well to inform planning. The use of information and communication technology is not systematically included in the mathematics programme. Resources are generally good and are readily available.

SCIENCE

94. By the end of both key stages attainment in science is above national expectations. The 2000 teacher assessments for science at the end of Key Stage 1 reveal that the proportion of pupils attaining level 2 or above was very high in comparison with the national average. Pupils' results were also high compared to similar schools. The percentage of pupils attaining the higher level 3 was below the national average. This is because teacher assessments were made before the end of year when all topics had not been covered. This figure also reflects the cyclic nature of science planning in Key Stage 1.

95. In the 2000 end of Key Stage 2 tests, the proportion of pupils achieving the expected level 4 was above the national average and was close to the average for similar schools. The percentage of pupils attaining the higher level 5 was close to the national average and below that of similar schools. This was due to the cohort for that particular year in which four pupils narrowly missed reaching level 5. Overall, when comparing the school's results as measured by average National Curriculum points then the school's performance in science is close to the national average. At the end of Key Stage 2, the average attainment of pupils in the three years 1998 to 2000 was above the national average. Both boys and girls have left this key stage on average one term ahead of pupils nationally.

96. Attainment on entry to Key Stage 1 is average. The last inspection in 1997 judged attainment in science to be above the national average tests for pupils aged 7 and 11. A number of science lessons were observed during this inspection and additional evidence was obtained from scrutiny of pupils' work, teachers' planning and discussions with the subject co-ordinator and pupils. On the basis of this evidence, attainment in science is above national average by the end of both key stages and pupils' progress is good.

97. By the end of Key Stage 1, pupils describe and understand the differences and similarities between themselves and other living things. In Year 1 pupils studied materials and are able to describe how plastic can be made into chairs and glass into windows. Pupils understand that forces act in particular directions. In one lesson involving older pupils the focus of the lesson was air as a force and the pupils were encouraged to predict what would happen when inflated balloons are released. The pupils were able to explain that when the air is released it pushes the balloon forward while gravity pulls it down. In another class pupils made a circuit to light the top of a paper monument and were able to include a switch in the circuit. They understood the terms conductor and insulator. By the end of Key Stage 1 pupils' investigative work and understanding of fair tests is good and their attainment is above national expectations by the end of the key stage.

98. By the end of Key Stage 2 most pupils have good scientific knowledge and understanding and are successfully applying investigative skills. Pupils in Year 3 understand the functions of teeth and understand that teeth can usually identify diet. Year 4 pupils understand blood circulates through the arteries and veins and have measured the effect of exercise and rest on the pulse rate. In a Year 5 lesson pupils apply their investigative skills when studying materials and investigate how heat can bring about change. They understand that change can be permanent or reversible. By the end of the key stage pupils have developed their knowledge and understanding of physical and life processes well. Year 6 pupils show a good understanding of the differences between solids, liquids and gases and can explain reversible changes such as condensation and evaporation. Pupils understand the terms 'hypothesis' and 'variable' and are used to making predictions.

99. Overall, progress for all pupils, including pupils with special educational needs, is good in both key stages. Pupils with higher prior attainment make appropriate progress. Most pupils work hard, co-operate with others, take a pride in achieving their tasks to given deadlines and enjoy learning about the subject.

100. The quality of teaching is good and occasionally very good. In one lesson teaching was unsatisfactory mainly because the teacher's expectations were not sufficiently implemented and pupils were allowed to drift off task. All lessons were well planned and provided pupils with opportunities to actively participate. The best lessons had clear objectives effectively communicated to pupils who knew exactly what was expected from them in terms of behaviour and achievement. Assessment is not consistently used to inform future learning, although the school has a good assessment policy. The quality of marking pupils' work is inconsistent. Some classes provide pupils with helpful comments on how to improve while others are just ticked.

101. The subject co-ordinator has good subject knowledge and is keen to continue to raise achievement in science. Since the last inspection the co-ordinator has effectively introduced a comprehensive scheme of work which gives teachers good support when planning lessons. This is an improvement since the previous inspection. The co-ordinator does not have the opportunity to monitor teaching and learning throughout the school. Resources are good, clearly labelled and accessible. There is insufficient use made of information and communication technology in the planning for science.

INFORMATION AND COMMUNICATION TECHNOLOGY

102. During the inspection, small numbers of pupils were observed working with computers. No direct teaching of skills was seen. From the evidence provided, pupils achieve standards that are similar to national expectations by the end of both key stages. The last inspection of the school found that attainment by pupils was satisfactory at the end of both key stages. This is mainly because of the limited opportunities for the development and use of skills across the curriculum. The school intends to improve the opportunities through upgrading and standardising the hardware and developing the range of available software.

103. By the end of Key Stage 1 pupils know names such as monitor, printer and mouse. Pupils follow the instructions on the screen and explain what would happen using the mouse. The majority of pupils can confidently enter text into a word processor. They are familiar with the spacebar, enter, delete and backspace buttons on the keyboard and use them to correct text. Pupils can enter and record sequences of instructions to control a programmable toy.

104. By the end of Key Stage 2 pupils are competent with word processing, able to draft, edit, amend and print their text. They are confident in following instructions and have a good understanding of the retrieving and storing of work. Pupils start, save, print and close programs independently. Pupils have limited experience of entering and using information on a database or of using spreadsheets to control data. Many are able to import clip art into their text, copy, paste and resize it according to their purposes. Pupils are able to use the spell check facility and manipulate font size, type and colour. Pupils learn to use computers to organise, reorganise and analyse ideas and information. They could access efficiently a choice of databases using search engines such as "Ask Jeeves for Kids". Pupils understood that they could use an address on the Internet or a directory and they could make a more detailed search using more

keywords. Those pupils with special educational needs were integrated effectively into activities and made good progress.

105. Pupils make satisfactory progress and those with access to computers at home often make good progress. They develop a sound understanding of communicating and handling information. Pupils enjoy working with computers. Those using computers during the inspection were interested and worked conscientiously. They talked about their work well and tried to produce good quality work although the lack of a colour printer detracted from the finished product when a group were using a program to draw their own artwork. Discussions showed that they understood most functions and appreciated the value of using information and communication technology to solve problems and to find information. Pupils worked well together, with more experienced users helping those who were less secure. Pupils with interest in computers and who have their own personal computers at home willingly undertake some independent research, such as in history.

106. During the inspection it was not possible to observe the teaching of information and communication technology. The limited evidence available indicates that the quality of teaching is satisfactory. Teachers use information and communication technology as part of their everyday work, for example, in displays and producing worksheets. Teachers' lesson plans do not clearly identify the skills involved when information and communication technology is used to support learning. Pupils have insufficient opportunity to use information and communication technology to support their work in different subjects.

107. There is an appropriate policy. The scheme of work identifies the skills to be learnt. It does not indicate how these skills can be applied across the curriculum. The co-ordinator has worked hard to develop provision within a limited budget to establish a suitable programme of work for the school within the resources available. The co-ordinator has good subject knowledge and regularly supports colleagues. He has had limited opportunities to monitor and evaluate teaching in the school. There is no formal assessment undertaken to record pupils' experiences as they take turns on the computer. The number of computers is good. The school recognises the need for several to be upgraded and intends to standardise the types of computer in use within the school as and when funds permit. The accommodation is satisfactory for teaching information and communication technology.

RELIGIOUS EDUCATION

108. During the last inspection attainment by the end of both key stages met the expectations of the locally agreed syllabus. This is still the picture with religious education being taught regularly and effectively.

109. Throughout the school, pupils show a good understanding of festivals and celebrations in the Christian and other major faiths. Pupils develop a good understanding of religious concepts through stories from the Bible. They know about the lives of people, for example, David, Saul and Moses. Year 1 know about the Creation and friendship as a gift. Year 2 know they have the power to make choices. This theme is emphasised by an assembly about a 'broken heart' and how people can change and become reconciled with others. They know they can choose to help the Third World by encouraging others to buy fair trade products to ensure the less developed countries receive fair profits in trading.

110. In Key Stage 2 Year 3 pupils have very good knowledge and understanding of the story of Moses and are able to discuss a personal meaning (using the story) of how God shows us what he is like by his actions. Year 4 pupils know about the Sikh naming ceremony. There is evidence from the pupils' responses that they have previous knowledge of Sikhism. Some pupils contrasted this ceremony by recounting their experiences of a family christening. Year 5 know about the parables, caring for the environment and their talents. Year 6 pupils are developing a more mature style of writing giving explanations about the sayings of Jesus. They study Hinduism in greater detail than previously.

111. Pupils make sound progress in their knowledge and understanding of Christianity and other major faiths, which are represented well in lessons. Most pupils show a willingness to join in discussions, offer their own ideas and are very attentive to stories, for example, they show thoughtfulness and sensitivity in their answers to how Moses led the Israelites out of Egypt. Pupils willingly gave their ideas of how their actions reveal their characters.

112. The quality of teaching of the two lessons seen is overall good. Assemblies contribute very effectively to the subject. Key Stage 1 assembly about friendship using very good visual aids to retain the pupils' interest is very well received. All the pupils listen intently to the storytelling and enjoy taking an active part when chosen. Good opportunity provided at the conclusion for quiet time and reflection followed by the Lord's Prayer.

113. The co-ordinator is a representative on the local education authority working party looking at the agreed syllabus scheme. The county scheme of work is going to be adopted by the school and future plans are in hand to make a portfolio to check attainment levels are in line with the agreed syllabus. The school is well resourced with many books, video and artefacts about Christianity and other faiths.

ART AND DESIGN

114. During the inspection only a few lessons were observed. Additional evidence was gained from scrutiny of pupils' work, teachers' planning and discussions with pupils and on the basis of this evidence attainment in art and design is broadly in line with national expectations in both key stages. In the previous inspection art was judged to be above the nationally expected level at Key Stage 1 and satisfactory by the end of Key Stage 2. Pupils experience a range of drawing, painting, printing, collage, textiles and clay. They develop skills soundly because teachers plan work that progressively builds upon their learning over the year. Pupils work in two and three-dimensions and progressively acquire skills and techniques as they move through different years.

115. By the end of Key Stage 1 pupils use a limited range of materials and understand how to mix colours from primary colours. They can effectively use different kinds of fabrics to create spiral patterns and handle paintbrushes well. They can create attractive collages made from a variety of materials. In one good example pupils in Year 1 made an attractive collage based on a party theme using paper card and cloth. Displays of work done by older pupils in Key Stage 1 indicate that they can competently record what they can see and investigate with tools and techniques for drawing, painting and collage.

116. Pupils in Key Stage 2, through careful study of artists such as Paul Klee, have developed good use of tone and texture. The artist Lowry was the inspiration for Year 3 pupils who had previously studied several examples of his paintings. The pupils drew a playground scene and

competently drew outlines of people in true Lowry fashion. Pupils in Year 5, inspired by Paul Klee, produced some very attractive designs, which were displayed in the school hall. In one lesson older pupils were introduced to the works of artists from Tanzania and created some brightly coloured and attractive pictures, which reflect their appreciation and awareness of the works of artists from other cultures. The use of sketchbooks is satisfactory and provides opportunities for recording, reference and looking back at previous work. Pupils can observe objects closely, carefully drawing what they see and produce sketches with good line, shape and form. A good example of this is work produced by a Year 3 class that used a bottle and some fruit as a source of inspiration.

117. Art and design on display around the school reflects good variety of work and effective links with the rest of the curriculum. Older pupils at Key Stage 1 created very good pictures illustrating pupils' writing on having willpower to succeed. Links with geography were seen in the paintings and designs created by Year 6 pupils. Progress for all pupils, including pupils with special educational needs, is good. Pupils' attitudes are good overall. They respond well in lessons and show enjoyment for the subject. Relationships all round are good and pupils work very well together.

118. The quality of teaching in the few lessons seen ranged from good to very good. Subject knowledge is secure, lessons are well planned, briskly presented and actively involve the pupils. Assessment of the pupils' work is not sufficiently developed to inform planning for future learning. Resources are used effectively, although the use of information and communication technology is underdeveloped. The co-ordinator effectively manages a small budget and monitors plans throughout the school to ensure that all areas are covered. There is limited opportunity for her to monitor teaching and learning throughout the school.

DESIGN AND TECHNOLOGY

119. Standards are in line with national expectations at the end of both key stages. Only one lesson could be observed, but scrutiny of pupils' work and discussions with the subject co-ordinator and pupils, indicate that standards are better now than when the school was last inspected in 1997. Though standards are variable between classes, there is evidence of some good standards in Key Stage 2. The issues for further development, those of planning and resources raised during the last inspection, have mostly been successfully addressed. All pupils, including those with special educational needs, make satisfactory progress.

120. A photographic portfolio of evidence is being developed and a selection of previous examples of work across the two key stages is retained by the co-ordinator. This shows that a wide range of activities and experiences are provided, including vehicle construction, card technology, pneumatics and the use of textiles. Evidence of good work is displayed around the school. There are examples of Year 4 work, making picture frames, which clearly shows good evaluation of design and the use of different and appropriate choices of material. Pupils in Year 6 have designed and made model houses with heating and lighting systems, whilst some pupils in Year 5 have designed and evaluated food containers. Pupils' work showed that clear planning strategies had been used and wooden frames for the imaginative food containers had been made effectively. In Year 2 pupils have designed and made a 'story train'. This was clearly demonstrated, during a literacy activity, to have strengthened links with the English curriculum.

121. Pupils enjoy and speak well about the subject. In the infant playground a girl said that 'we make mistakes and learn how to improve things!' A significant number of junior pupils explained

how they regularly designed and made things. Baking and food technology was a particular favourite. In one Year 6 class pupils were observed preparing and making East African and Hindu food. Parent helpers were skilfully deployed and appropriate emphasis was placed on health and safety. Pupils demonstrated a high level of skill. In one group of pupils, a debate about ingredients demonstrated a very high level of planning and evaluation.

122. Teachers' planning is good and covers all aspects of the subject. The lesson seen was well planned, delivered briskly, structured to allow maximum pupil involvement and effectively used all the relevant and stimulating resources to successfully promote good learning opportunities. Planning is good and covers all aspects of the subject. The co-ordinator regularly discusses the subject with staff. She monitors their planning and pupil outcomes each half term. This has enabled clear improvements to take place. The subject is enthusiastically led, though the co-ordinating role is underdeveloped. The knowledgeable co-ordinator has the potential to more effectively lead and further develop this subject.

123. Pupils work safely and sensibly together and support one another when they work as part of a team. Good practice should be more evenly spread throughout the school. The co-ordinator has the knowledge and skill to work alongside other less confident members of staff. There are no effective systems in place yet for assessment, recording and reporting. The thorough planning and clear schemes of work provide a good foundation for further improvement. The co-ordinator demonstrates a good grasp of the strengths and developments in this subject. Clear identification of what needs to be improved has been usefully identified as priorities for development.

GEOGRAPHY

124. At the last inspection geography was identified as an area for improvement. There has been a good improvement and the provision within the subject is now good and in some aspects, for example, the links with communities in Hungary and Tanzania, is very good. During the period of the inspection it was only possible to observe two lessons, both in Key Stage 2. Evidence gained from the scrutiny of pupils' work, discussions with pupils and staff and the scrutiny of teachers' planning, identifies that attainment is in line with national expectations at the end of Key Stage 1 and at the end of Key Stage 2. Higher attaining pupils are attaining good standards above those expected for all pupils at the end of each key stage. The majority of pupils, including talented pupils and those with special educational needs, make good progress in their learning. They develop greater skill and acquire greater knowledge and understanding of all aspects of the geography curriculum.

125. At Key Stage 1, pupils understand seasonal changes and the effect on the environment. In their development of geographical skills, pupils make simple plans and maps, such as those showing the route and its features on the way to school. Pupils study the local area, identifying features and learning about ways in which these are symbolised on a simple map. They learn about places further a field, for example, through a world map showing visits made by Barnaby Bear to China, Hungary, Tenerife and Brussels. Pupils offer a number of reasons why people visit places, for example, holidays and shopping, and they locate their selected holiday places on maps. By the end of the key stage, most pupils can recognise symbols and directions on a map.

126. At Key Stage 2, pupils can recognise and name the major countries of the world. They use an atlas appropriately to locate different countries, though they are unfamiliar with the use of grid references and the index to help them to locate these countries. Pupils understand

similarities and differences between their own and other localities. They compare and contrast their own locality with that in link communities in Hungary and Tanzania. They identify differences between Tanzania, Hungary and England and understand that there are significant differences within the countries. They contrast life in terms of settlement, physical features, employment and weather conditions understanding that human activities are strongly influenced by physical conditions. These direct links have a positive impact on their learning as they develop an appreciation of the similarities and differences in their studies of the three communities. This aspect of geography makes a very good contribution to their moral, social and cultural development.

127. Pupils respond well to geography, showing interest in their discussions of work they have done. Pupils in Year 2 were enthusiastic about their study of their link community in Tanzania, supported by an extensive range of resources which they used well, developing their research skills using reference books, internet sites as well as resources developed by visits made by charity workers to their link community. Pupils written tasks were well presented.

128. Pupils are interested and involved in their work. They are confident and eager to talk about their geographical understanding. They make sensible contributions to class discussions and co-operate well when sharing resources. Pupils in Year 6 discussed the features of life in Tanzania which they were studying in groups, for example, school life, agriculture and climate, and were able to talk confidently about how this compared with their own experiences. Relationships are good and most pupils are supportive of each other.

129. The quality of teaching is good. Teachers are well prepared and focus pupils' attention on their learning by sharing the lesson objectives with them. They have secure subject knowledge and manage their pupils well, with good organisation and control. They make effective use of questioning.

130. Subject leadership is good. The subject co-ordinator has established a new policy in consultation with staff and has introduced an effective scheme of work for geography. The curriculum is broad, balanced and relevant, making very good use of the pupils' own locality. The curriculum effectively supports pupils with special educational needs, who are well supported by classroom assistants. The curriculum policy identifies the subjects' very good contribution to pupils' spiritual, moral, social and cultural development. The co-ordinator has audited the curriculum provision and reviews teachers' planning and pupils' completed work. There is no planned provision for the monitoring and evaluation of the teaching and learning in lessons by the co-ordinator. The very good resources are effectively used. The accommodation is adequate for the subject. There has been a good improvement since the last inspection, particularly in relation to the policy and guidance available to teachers and the range of resources.

HISTORY

131. As few lessons were seen in history during the week of the inspection the following judgements are made on the basis of those lessons, the scrutiny of pupils' work and display, teachers' planning and talking to pupils. Standards attained are satisfactory at the end of both key stages. Pupils enjoy their work in history, showing a keen interest in the life of people in the past and in comparisons with life today. They work hard and concentrate on this subject.

132. A lesson observed in Key Stage 1 was every effective in allowing pupils to understand that some books are used to help us find out about the past. The lesson is well resourced with

dolls, pictures and a video sequence and taught with an enthusiasm, which transferred to the pupils. The class teacher links the story of Peter Rabbit with the author Beatrix Potter and the class examines a large black and white photograph of Beatrix Potter. This photograph is successfully used by the class teacher for the pupils to decide on the age of the photograph. Explanations and demonstrations are clear and the lesson is well planned with appropriate objectives.

133. A scrutiny of books and displays indicates that Year 3 pupils have good historical coverage from Celtic Britain to the Romans. A recent visitor to the school came in the character and dress of a 'Roman Soldier'. He brought history alive to the pupils recounting stories of everyday life in Roman times and dressing the pupils in Roman attire. A visit to Ribchester is planned next term as a follow up to the topic. Year 4 pupils are developing a sense of chronology. They are familiar with the Tudor period including a time line of kings and queens. They know that historians use a variety of sources, for example, historical accounts, paintings and artefacts. They are beginning to appreciate why people acted as they did, for example, the viewpoints about the Gunpowder Plot. Pupils proudly discuss their visit to Ordsall Hall last term and show their brass rubbings in the hall display. Year 5 pupils current topic is Ancient Greece and evidence of good work includes Medusa, Athens and Sparta, Greek Sports and the Olympic Games, Odysseus and the Cyclops. Year 6 pupils' topic is Ancient Egypt. Maps, illustrations and diagrams support a range of writing. This range of work includes hieroglyphics and the Egyptian hierarchy.

134. The school makes good use of the community; a local historian who is also a governor is in the process of redefining a local walk to strengthen pupils' understanding of local history. Also this will bring alive many of the things the pupils have been studying through photographs and old documents.

135. The subject is effectively co-ordinated. The co-ordinator's role has been updated and redefined since the last inspection. The scheme of work is being redrafted and resources have been sorted and centralised, which is an improvement since the previous inspection. The school recognises there is a need for new resources for lower ability groups especially the less able readers. Effective use is made of museums, the locality and the loan service.

MUSIC

136. By the end of both key stages, pupils' attainment in music is above national expectations. Music is considered an essential part of the life of the school for both learning and enjoyment. This is supported by inspection evidence. Only a limited number of lessons were observed, discussions with staff and many pupils, confirms the evidence.

137. In Key Stage 1 pupils are taught a variety of familiar songs. They accompany their singing with a range of percussion instruments. In Year 2, for example, pupils were learning through a taped programme about a pantomime theme. The teacher skilfully intervened. The pupils were very eager to play the instruments, tuned to G, which the teacher had provided following a singing opportunity. The teacher captured the pupils' interest by imaginatively providing spanners of differing lengths, hung by string from the wall. The pupils noticed that the longer, larger spanners made deeper, lower notes. In another Year 2 class, pupils were given an opportunity to compose a rhythm pattern to represent travelling. Following experimentation with a range of instruments, each group performed their composition. Progress during this activity was very good and the co-operation between pupils exemplary. There was a particularly

successful representation of a bird flying, using a good combination of instruments. Pupils were encouraged to improvise, improve and evaluate their work. They listened intently to each performance offering enthusiastic and supportive comments.

138. Pupils speak well of the subject. A number of junior pupils at playtime were able to speak confidently about pitch, tempo and timbre. They understood rhythm and melody. They were able to describe numerous opportunities given to them to perform and appraise. Many knew the names of important composers and a range of musical genre. All pupils clearly expressed enjoyment of music at school.

139. Pupils enjoy music and participate with enthusiasm. Thorough planning ensures that all pupils experience a good balance between performance, composition, listening and appraising. Teachers have high expectations of pupils. Many pupils play musical instruments. Visiting specialists ensure that the more able pupils can perform at a very good standard. The school values classic guitar, string, brass and woodwind lessons, taught by peripatetic staff. Teachers and other staff in school have an impressive breadth of skill and offer further opportunities to pupils for singing, recorders and guitar. One group of pupils were observed rehearsing hymns for assembly on guitar and recorder. Non-teaching staff were ably supporting the learning opportunities of these pupils at lunchtime. Class teaching observed was never less than good. The range of teaching and learning opportunities provided ensures that the older pupils have the skill and confidence to perform well in assembly and accompany hymn singing. A guitar group and woodwind ensemble, for example, performed confidently with sensitive skill in a morning assembly.

140. At the time of the inspection the co-ordinator had been absent for some weeks. It was clear that the staff had continued to maintain the good standards in the subject. There was evidence that the good planning was enabling the school to maintain momentum. In Year 3 and 4, pupils studying 'Peter and The Wolf' benefit from the input of extra skilled adult help whilst working with their class teacher.

141. A number of staff and pupils visit local residential homes at Christmas to perform to old people and this strengthens the links with the local community. Pupils also benefit from a wide range of music played to them in school, both in assembly and the classroom. An excellent multicultural link was established in one Key Stage 2 classroom, when African music was played to the pupils as they left an art and design lesson, which had explored African themes.

142. Resources are good. There is evidence that the wide range of musical instruments are very well used and carefully looked after. Parents have recently contributed to the quality and range of instruments through fund-raising activities. Evidence of musical learning is displayed around the school. Much of this is interactive and invites pupils to become involved. Music, in those lessons observed, contributes highly to the spiritual, moral, social and cultural life of the school. In one lesson, where pupils were composing in groups, the level of co-operation and thoughtfulness was excellent. The level of speaking and listening in another Year 2 lesson was impressive.

143. There is little evidence of monitoring by the co-ordinator, particularly of the quality of teaching and learning. The good planning, commitment of an able and knowledgeable staff, good resources and clear enthusiasm for the subject makes the school ideally placed to ensure continued improvement.

PHYSICAL EDUCATION

144. Standards in physical education, including those pupils with special educational needs, are average across both key stages. There is no difference in standards between boys and girls. The picture was much the same in the last inspection. It was not possible to observe lessons in physical education at Key Stage 1 due to the timetabling restrictions. Evidence from teachers' planning and discussions with pupils indicates that an appropriate curriculum is provided and that pupils, including those with special educational needs, make satisfactory progress. Pupils are developing co-ordination and response to music in their movement. In games activities, they practise a variety of ways of sending, receiving and travelling with a ball and other small apparatus.

145. In lower Key Stage 2 pupils are improving their skills of bouncing and throwing balls in game situations. Most pupils stay on task and work well with their partners. A few pupils display unacceptable behaviour by not listening to instructions. Pupils have some understanding of how to play small sided games. Upper Key Stage 2 practise football and dribbling using both sides of the foot whilst maintaining good control. Pupils work well together and co-operate although the structure of the lesson allows some pupils just to kick the ball around. A significant number of pupils did not make much progress. A quarter of the class are excluded because they have no kit; these pupils distract the teacher and their peers. All pupils make good progress in swimming and achieve at least 25 metres by the end of Key Stage 2. The majority of pupils go beyond and achieve higher awards.

146. The quality of teaching overall is satisfactory. One lesson was unsatisfactory, as the lesson needed better planning, better organising of resources, a firm grasp on the structure of the lesson and contingency plans for non-participants. There are good opportunities for competitive team games. The school competes in football, netball and rounders tournaments. Cross-country and athletics inter-school tournaments take place annually. Year 6 experience outdoor and adventurous activities by orienteering, caving, rock climbing, pony trekking and archery annually at the residential stay at Sutherland Lodge, Pickering.

147. Netball practice was observed after school. Both teachers demonstrated very good coaching skills. Pupils are improving their ball techniques and footwork skills. All pupils playing well exhibited good quality ball skills and team preparation. The co-ordinator is interested and enthusiastic about the role. A new scheme of work was introduced last October. The resources are in the process of being classified and the policy is being updated. Two sessions of in-service training have been organised on using the loan equipment effectively. The Parent Teacher Association help is valued; they recently bought new mats. Overall the school is well resourced. No monitoring of lessons is undertaken. Assessment, which was informal, has recently been built into the planning.