

INSPECTION REPORT

THORPE HESLEY JUNIOR SCHOOL

Thorpe Hesley, Rotherham

LEA area: Rotherham

Unique reference number: 106850

Headteacher: Mr Michael Uttley

Reporting inspector: Roger Eagle
12597

Dates of inspection: 26th November – 29th November 2001

Inspection number: 196420

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

© Crown copyright 2002

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	County
School category:	Junior
Age range of pupils:	7 - 11
Gender of pupils:	Mixed
School address:	Upper Wortley Road Thorpe Hesley Rotherham South Yorkshire
Postcode:	S61 2PL
Telephone number:	0114 2570153
Fax number:	0114 2570965
Appropriate authority:	Governing Body
Name of chair of governors:	Garth Bradwell
Date of previous inspection:	14 th April 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
12597	Roger Eagle	Registered inspector	Science Music	What sort of school is it? The school's results and pupils' achievements. What should the school do to improve further?
9590	Roy Kitson	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
17557	Sandie Sykes	Team inspector	Geography History Religious Education Equal Opportunities	How good are the curricular and other opportunities offered to pupils?
19904	Richard Potts	Team inspector	Maths Information & Communication Technology SEN	Pupils' attitudes, values and personal development
11265	Sue Cosson	Team inspector	English Art	How well are pupils taught?
3664	Heather Tyrrell	Team inspector	Physical Education Design & Technology	How well is the school led and managed?

The inspection contractor was:

Norfolk LEA
Norfolk Education Advisory Service
Norwich Professional Development Centre
Woodside Road
Norwich, NR7 9QL

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	12
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	15
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	17
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	18
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	19
HOW WELL IS THE SCHOOL LED AND MANAGED?	20
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	22
PART C: SCHOOL DATA AND INDICATORS	23
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	28

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Thorpe Hesley is a community junior school serving an area of predominantly private housing to the north west of Rotherham. There are 336 pupils, from seven to eleven years of age on roll, which is larger than the average size of primary schools nationally. There are more boys than girls (57:43 per cent overall) but this varies between year groups. Approximately five per cent of the pupils are eligible for free school meals, which is below the national average. The great majority of the pupils have attended the neighbouring infant school and their attainment on entry is generally above average. The percentage of pupils identified as having special educational needs is broadly in line with the national average. The pupils are taught in 12 single age group classes, which range from 25 to 34 pupils. Few pupils are from ethnic backgrounds other than white United Kingdom heritage and no pupils speak English as an additional language.

The headteacher and deputy were both appointed shortly after the last inspection about four years ago. The chair of governors took on his role two years ago when separate governing bodies for the junior and infant schools were constituted. There have been substantial developments to the premises in recent years including the addition of two new classrooms, a library and entrance area.

HOW GOOD THE SCHOOL IS

This is an effective school that has improved since the last inspection and continues to look for ways of raising standards and strengthening the quality of education for its pupils. Attainment in English, mathematics and science has risen steadily and is above the national average. Teaching is satisfactory overall and it is good in the classes for the oldest pupils. As a result pupils concentrate well in lessons, they work hard and are proud of their achievements. The school is well led and managed by the headteacher, deputy head and senior staff, and has a supportive governing body. The staff and governors have a strong, collective commitment to improvement and the school provides good value for money.

What the school does well

- Standards are above average in English, mathematics and science.
- Pupils are very well behaved and they work very hard; they are proud of their school and they form very good relationships with other pupils and with adults.
- Teaching is good for the pupils in Year 6.
- Teachers manage the pupils skilfully and promote their welfare and personal development well.
- The school provides a good range of extra-curricular activities, which enriches the pupils' learning.
- The school has a strong partnership with parents, which ensures that the pupils' learning is supported very well at home.
- The school is well led and managed; the headteacher and senior staff keep the school's performance under review and take effective action for improvement.

What could be improved

- Teachers do not provide enough opportunities for the pupils to achieve their best by thinking for themselves, explaining their reasoning and exploring their ideas through discussion.
- Teachers' judgements of the pupils' day-to-day progress are not used well enough to plan the next steps for the pupils' learning.
- Teachers do not always provide enough guidance for pupils to know how well they have done and how they can improve their work.
- In religious education, geography and art and design there is insufficient guidance to show how pupils' knowledge, skills and understanding will be developed systematically.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress overall since the last inspection in April 1997. Standards have risen in English, mathematics and science and the percentage of pupils achieving the expected standards for eleven year-olds is now above the national averages for mathematics and science, and well above the national average for English. There have been improvements in the curriculum and teaching for design and technology and attainment now matches the standards expected nationally. At the last inspection teaching was a cause for concern and was unsatisfactory in one in five lessons. The quality of teaching has improved substantially and is now satisfactory overall. Teachers generally identify appropriate learning objectives for their lessons and use a greater range of teaching methods. The school has also worked hard to ensure that pupils' progress is assessed and recorded systematically, for example, with national tests and assessments of pupils' work set against nationally agreed standards. However, there is more work to be done to make effective use of assessments to meet the needs of all pupils. The leadership and management of the school have improved substantially. There is a sharp focus on raising standards; the headteacher and staff make good use of test results to identify strengths in the pupils' performance and to decide where to focus their attention to make further improvements. Teaching is checked regularly, areas of weakness have been targeted for improvement and effective support provided. There is now a clear management structure and senior staff have well defined, delegated responsibilities. Subject coordinators are playing an increasingly important role in monitoring teaching and learning and in some subjects they have worked alongside colleagues to demonstrate good practice and provide advice; this is having a positive impact on raising standards. The procedures for child protection are firmly established. There have been other notable improvements in, for example, the accommodation and learning resources; the new library and information and communications technology room provide good facilities for teaching and learning. The headteacher has a clear view of future developments and the school is well placed to make further progress.

STANDARDS

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

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

On entry to the school the pupils' attainment is above average. They make satisfactory progress throughout the key stage because of the sound quality of teaching they receive and, by the age of eleven, the overall performance of the pupils is above the national averages for English, mathematics and science, and matches the averages for similar schools.

In the 2001 English, mathematics and science tests, a high proportion of pupils achieved the standard expected nationally. The percentage of pupils achieving the higher levels in 2001 was just below the average for similar schools, although in the 2000 tests more pupils achieved the higher levels overall. Over the last five years attainment overall has risen steadily in line with the national trend; attainment in English rose especially sharply last year. Whilst the performance of all pupils has been above the national average in recent years, the attainment of girls has exceeded that of boys. The school is working hard to further raise the overall performance of boys. The school exceeded the targets set for the percentage of pupils achieving the expected standard in English and mathematics this year. Challenging targets have been set for the present Year 6. Taking account of the good teaching they receive in Year 6 and the pupils' good attitudes to their work, the school is well placed to achieve these targets.

Inspection findings show a similar pattern of attainment to that shown by test results. Pupils generally make satisfactory progress in other National Curriculum subjects and religious education and, by the age of eleven, pupils' attainment meets the standards expected for their age. Pupils with special educational needs make satisfactory progress throughout the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. The pupils are very proud of their school. They concentrate on their tasks well and work very hard; most work conscientiously without close supervision.
Behaviour, in and out of classrooms	Very good. Pupils behave well in lessons and move around the school in an orderly fashion. They play together in a lively, friendly way at break times.

Personal development and relationships	Good. Pupils generally have good relationships with each other and with adults in the school. They are generous in their appreciation of the achievements of others.
Attendance	Good. Attendance rates are above the national average. Pupils enjoy school and arrive punctually.

Pupils' behaviour, relationships and conscientious attitudes to their work are strengths of the school. They are very willing to take on responsibilities for routine tasks in their classrooms and around the school.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	N/A	N/A	Satisfactory

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

Teaching is satisfactory overall, although it varies from very good to unsatisfactory. Teaching was satisfactory or better in the great majority of lessons observed with about a third of teaching being good or very good. Teaching is stronger in Years 5 and 6 where almost all the good and very good teaching was seen. It is strongest in Year 6 where it is good overall. Teachers generally plan their lessons carefully, they use resources well and they manage the pupils' behaviour skilfully. This ensures that the pupils concentrate well and work very hard throughout their lessons. In the best lessons, teachers make sure the pupils are clear about what they are expected to learn and they encourage them to think for themselves. This captures the pupils' interest and ensures that they are purposeful. In general, teachers do not use assessment well to ensure that pupils' activities are finely matched to their needs. This sometimes results in pupils carrying out activities which are not as challenging as they should be. The skills of literacy are taught satisfactorily and almost half the lessons in Years 5 and 6 are good or very good. The teaching of numeracy is satisfactory overall, and it is good in Year 6. In the good lessons, teachers plan activities which challenge the pupils to think carefully and encourage them to work hard and productively. Throughout the school teachers explain clearly what pupils are expected to do in the lessons but they offer too few opportunities for pupils to explain and explore what they are learning through discussion. Overall, the school meets the needs of all pupils satisfactorily. Teaching for pupils with special educational needs is satisfactory.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. The school has effective strategies for teaching literacy and numeracy. There is a good range of extra-curricular activities and there are good links with partner schools. Pupils' knowledge and understanding needs to be developed more systematically in some subjects.
Provision for pupils with	Satisfactory. The needs of pupils with learning difficulties are

special educational needs	considered carefully and they are given appropriate support in lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Moral development is very good; pupils are encouraged to develop a strong sense of personal responsibility. Social and cultural development are good; pupils develop respect for the needs of others. Spiritual development is satisfactory.
How well the school cares for its pupils	Good overall. Arrangements for child protection are very effective. Teachers know their pupils very well and encourage them to behave responsibly in lessons and around the school. Pupils' progress is checked and recorded well in key areas of the curriculum.

The school has a good partnership with parents and this has a very positive effect on the pupils' learning. Parents are kept well informed about their children's progress and the work of the school, although written reports do not always provide a clear view of pupils' achievements. There are good everyday links with parents and very effective arrangements for parents to support their children's learning at home.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides strong leadership and has a clear view of what needs to be done to improve the school further. He is well supported by the deputy and senior staff, and there is a strong, shared commitment to improvement.
How well the governors fulfil their responsibilities	The governors are becoming increasingly involved in the life of the school. They fulfil their legal responsibilities effectively. They gain a clear understanding of the school's strengths and weaknesses through working in partnership with senior staff. They ensure that finances are controlled well.
The school's evaluation of its performance	There are good systems for checking aspects of the school's performance. Test results are analysed carefully and used to decide priorities for development. The school development plan identifies appropriate action to achieve improvement. Senior staff check teaching and learning to identify areas for improvement.
The strategic use of resources	Satisfactory. The school's grant for special educational needs is used appropriately. Resources are readily accessible, shared efficiently and used well in the classrooms. The school applies the principles of Best Value well and provides good value for money.

The school has an appropriately qualified and experienced teaching staff and is well supported by teaching assistants and administrative staff. The headteacher and deputy ensure that there is a clear educational direction to the work of the school and there is a good partnership between the school and the governing body. Resources for learning are matched well to the planned curriculum and they are used well to support the pupils' learning.

The accommodation is satisfactory. Classrooms are rather small but many improvements have been made to the premises recently.

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 coming to school. • The good standards of teaching throughout the school. • The school expects their children to work hard and achieve their best. • Behaviour is good. • The school helps their children to become mature and responsible. 	<ul style="list-style-type: none"> • The school does not provide an interesting range of activities outside lessons. • A small minority of parents felt that the school does not work closely with them.

Inspectors' judgements support the parents' positive views. The school has developed a strong partnership with the great majority of parents. Parents are encouraged to become involved in the life of the school and to support their children's learning. There are many opportunities, both formal and informal, for parents to discuss their children's progress with teachers. The school provides a good range of lunchtime and after school activities including sports, music and drama clubs.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. At the time of the previous inspection in April 1997, standards achieved at the end of Year 6 in English and mathematics were in line with national averages and standards in science were above average. The findings of this inspection show that standards overall have improved. Pupils' attainment on entry to the school in Year 3 is above average. They make generally satisfactory progress and by the end of Year 6 their attainment is above average in the core subjects. Results of the national tests in 2001 indicate that by the end of Year 6 pupils achieve standards which are above average for English, mathematics and science when compared to all schools nationally. A high percentage of pupils achieved the standards expected nationally. The percentage of pupils reaching the higher levels is above the national average for English and close to the national average for mathematics and science. When compared with similar schools standards at the end of Year 6 are close to the averages in English, mathematics and science. The percentage of pupils reaching the higher levels is below average in English and science and well below average in mathematics. However, in 2000, the percentage of pupils achieving the higher levels was above average in mathematics, average in science and below average in English.
2. National test results for eleven year-olds over the five years from 1997 to 2001, indicate that overall attainment in the core subjects has risen broadly in line with the national trend. Over this period, standards in English have risen steadily with greater improvement from 1999 to 2001; improvements in mathematics and science have been less consistent, with the greatest rise in results between 1999 and 2000, and a levelling off in 2001. Over the past three years both girls and boys have exceeded the national average in the national tests for all the core subjects, but girls have

performed consistently better than boys. The school is aware of these differences and is working hard to ensure that all pupils achieve well. Evidence gathered during the inspection from lesson observations and scrutiny of completed work shows that pupils' attainment in English, mathematics and science is above the standard expected for their age by the end of Year 6.

3. The school has made satisfactory progress in implementing the National Literacy Strategy and is implementing the National Numeracy Strategy well. Sound teaching is contributing to the improving standards in English. The work seen shows that effective teaching in mathematics is helping to raise the attainment of pupils currently in the school. Appropriate targets have been set for pupils who will reach the end of Key Stage 2 in 2002 based upon detailed analysis of pupils' current attainment and past progress. Reading and writing are developed effectively across the curriculum and make a useful contribution to pupils' learning. Numeracy skills are applied satisfactorily by pupils in their work for other subjects. Information and communications technology is used well in some subjects, for example, in pupils' work about their recent visit to Filey.
4. Overall attainment in English is higher than at the last inspection. A high proportion of pupils achieves the standards expected for their age at the end of Year 6 but relatively few exceed these standards. Generally, pupils make satisfactory progress. Pupils develop good listening skills. Their speaking skills, although satisfactory, are not so well developed because there are too few opportunities for them to discuss and review their work. By the end of Year 6 pupils are competent readers and use reading well to learn in other subjects. In writing, standards are above average by the end of Year 6. Pupils are beginning to write effective characterisations, their writing is well punctuated and the more able pupils handle complex sentences well.
5. Pupils achieve well in mathematics. Standards have risen overall since the last inspection. Attainment at the end of Year 6 is generally above average; a high proportion of pupils reaches the standards expected for their age and many exceed them. They make sound progress overall, and good progress in mental mathematics and number work. They develop a good understanding of the four operations and a good knowledge of addition and subtraction facts. Less emphasis is placed on using and applying mathematics and, consequently, achievement is uneven in this area.
6. In science, attainment at the end of Year 6 is above average overall; this is similar to the finding of the last inspection. A high proportion of pupils achieves the standards expected for their age. By the end of Year 6, pupils have a good grasp of scientific knowledge and they are developing a sound understanding of the principles of scientific enquiry. In the early part of Key Stage 2, pupils make satisfactory progress; they make careful observations of soil samples and group them according to their properties. Progress increases towards the end of Key Stage 2 and in Year 6 pupils' achievements are good. Pupils devise their own branching keys and show a good understanding of how they can be used to identify animals systematically. Throughout the key stage, they are less successful at reviewing their work and making suggestions for improvements because there are relatively few opportunities to explain to others what they have done and test their ideas together.
7. In religious education, pupils' achievements meet the expectations of the locally agreed syllabus. Throughout the school pupils are developing their knowledge of the major world faiths, but their understanding of the importance of values and beliefs is less well developed.

8. In information and communications technology, pupils attain standards in line with the expectations for their age. They achieve good standards in word processing and retrieving information from the Internet and CD Rom. Progress is slower in computer modelling, measurement and control.
9. Standards in design and technology have improved since the last inspection when they were below national expectations. Pupils' attainment now meets the standards expected for their age in all aspects of the subject, including the skills of planning and evaluating which were weak at the time of the last inspection. Pupils' attainment in art, music and physical education is in line with the standards expected nationally at the end of Year 6 and their achievements are satisfactory. It was not possible to make a judgement about pupils' attainment in history and geography.
10. Pupils with special educational needs are set appropriate targets and make satisfactory progress towards them. This is because support and guidance is managed well by the special educational needs coordinator. Teachers and teaching assistants provide support so that pupils can take part appropriately in lessons.
11. Raising standards and improving individual achievement is a priority shared by the headteacher, staff and governors. The headteacher and senior staff have made good use of test results to analyse attainment and set targets for groups of pupils in English and mathematics. This analysis has helped the school to increase the numbers of pupils achieving the expected standards in the English, mathematics and science tests for eleven year-olds. It has also helped the school to identify further priorities for development, for example, raising boys' achievement to match that of the girls, and increasing the proportion of pupils achieving the higher levels in the Key Stage 2 tests. The resulting action is beginning to have a positive impact on raising standards further and promoting good progress for all pupils.

Pupils' attitudes, values and personal development

12. Pupils' attitudes to school are good and the great majority, including those with special educational needs, behave very well. Pupils arrive punctually and attendance is above average. They come to school ready to learn and demonstrate commitment, self-motivation and perseverance in lessons and the other activities in which they enthusiastically participate. Even in the few instances where there is an over-reliance on lengthy whole-class explanations, most pupils concentrate and behave very well. When given the opportunity, pupils work well together and enjoy the challenges of practical activities and problem solving. They listen carefully and settle quickly to their tasks.
13. Pupils willingly accept their assigned, whole-school responsibilities and undertake additional tasks with commitment and enthusiasm. There are, however, areas for further development, particularly in the manner in which the school encourages pupils to develop independence in their learning. While the school is moving towards the setting of individual learning targets, pupils are not yet actively engaged in judging their own progress, appreciating their own strengths and weaknesses and knowing, with precision, what they should do to improve their performance.
14. The standard of pupils' behaviour is a strength of the school and is enhanced by the very good relationships between staff and pupils. The system of rewards and

sanctions is highly popular with, and respected by, the pupils and is proving to be effective in further developing the very good behaviour and discipline.

15. There is no evidence of oppressive behaviour or racial abuse around the school and the staff work hard to deal effectively with any instances of bullying. This confirms the view of almost all parents, that the school effectively promotes positive behaviour and helps pupils to become mature and responsible. Fixed-term exclusion has been, very occasionally, used as a disciplinary measure and there have been no permanent exclusions at the school.
16. Pupils are friendly and considerate towards each other, to staff and to visitors. Through their actions and conversations, they show that they have a keen sense of right and wrong. Many display a natural sensitivity and awareness of the needs of others, especially those with learning difficulties. Several examples of unsolicited help and support being offered to other pupils and adults were seen during the inspection. Pupils respond to visitors with courtesy and politeness and express a pride in their work and school. The great majority of pupils collaborate well, readily taking turns and sharing. They treat property and learning resources with care and respect.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

17. The quality of teaching is satisfactory overall. Teaching was good or better in more than a third of the lessons observed and of these a quarter were very good. Nearly all of the good or better teaching was seen in Years 5 and 6. The teaching is strongest in Year 6 where it is good overall. The quality of teaching has improved since the last inspection in that, while the proportion of good and very good teaching remains much the same, the proportion of lessons in which it was unsatisfactory has fallen from a fifth to less than a tenth.
18. The school has made satisfactory progress in implementing the National Literacy Strategy and is implementing the National Numeracy Strategy well. Both of these have been of significant benefit to the teaching of basic skills which are now taught more systematically following the objectives for each year group set out in the literacy and numeracy frameworks. The teaching of mathematics has improved considerably and overall is stronger than that of English. The teaching of information and communication technology is strong in some classes and the pupils in these classes use ICT effectively in other subjects, such as history, geography and art.
19. All teachers plan their lessons conscientiously, ensure that resources are appropriate and well organised and have high expectations that the pupils will behave well and get on with their work without direct supervision when the teacher is working with a group. In the core subjects of English, maths and science, expectations for the standard of work are usually pitched appropriately. In some other subjects, the work is sometimes pitched at too low a level, for example in religious education and art.
20. There are common features of the most successful teaching throughout the school. These lessons are where the teachers:
 - make sure that the pupils are clear about what they are expected to learn and why;
 - provide challenging tasks and encourage the pupils to think for themselves: for example, actively involving the pupils in discussion and practical investigations;
 - encourage pupils to develop their ideas through talking in pairs and small groups;

- use the plenary session at the end of the lesson to check understanding, summarise what the pupils have learned and set the scene for the next lesson;
 - are enthusiastic, knowledgeable and humorous and make good use of the pupils' own experiences;
 - include all the pupils by making suitable adaptations to the work for the most and least able.
21. In the lessons which include these features, the teaching is lively, varied and challenging; it engages the pupils fully and they make good progress. In a Year 5 English lesson, for example, the pupils knew exactly why they were adding stage directions to their playscripts, with the result that they remained very focused on their task and could evaluate how effective their choices were. Similarly, in a Year 6 science lesson, the pupils were challenged to devise their own branching keys to classify animals. This active involvement maintained their concentration and resulted in careful consideration of the characteristics of animals.
22. Short term planning was a cause for concern at the time of the last inspection. This has improved in many respects, particularly in mathematics, English, science and design and technology. Teachers now identify more precisely what pupils will be expected to learn in a lesson or sequence of lessons and they plan activities which help the pupils learn effectively. However, this good practice is not consistent in all lessons. Objectives at times refer to the activity rather than the learning or are too generalised to be useful. On these occasions the pupils are not challenged enough. This happens mainly in subjects where the activity has been chosen for its links to the current theme rather than to develop the knowledge, skills and understanding needed for the subject. For example, in art, pupils were working on a range of group activities, including completing simple cross stitch samplers and cutting out silhouettes, because of their link to the Victorian theme, rather than learn a planned sequence of skills that will develop their capability in art.
23. Throughout the school, pupils with special educational needs receive good pastoral support and make sound progress in relation to the targets set out in their individual education plans. Teachers are aware of the needs of the pupils who find reading and writing difficult and plan to take account of their needs. Teaching assistants contribute to pupils' progress, particularly in the provision of additional literacy support. They give valuable support to groups of pupils who need extra help in literacy in Years 3 and 4. Occasionally, the benefits of in-class support are restricted when teachers spend too long explaining tasks which are not relevant to the pupils following an individual programme. When this happens, both pupils and their helpers do not use time to the best advantage and progress is limited.
24. Standards of discipline are high throughout the school and pupils are expected to work hard in lessons. This results in the pupils' positive attitudes, their willingness to learn and their very good behaviour. However, at times teachers rely on a limited range of methods, for example, pupils are sometimes expected to sit passively for too long listening to the teacher, or their written work is undemanding. Pupils are not given enough opportunities to explore ideas and explain their thinking through paired and small group discussion. In these lessons not enough is asked of pupils in terms of intellectual or creative effort.
25. While teachers have a good idea generally of the levels pupils are working at, everyday assessment is not well developed throughout the school. Teachers' plans do not often indicate what will be assessed or how, and their review notes rarely indicate how well the pupils have met the objective of the lesson. As a result day to

day assessments are not helpful for planning future lessons and sometimes activities are not as challenging as should be. Teachers mark work regularly. Comments are frequently encouraging but only occasionally identify what the pupils have done well or give them guidance as to how they might improve their work.

26. There is now a clear and appropriate policy for homework. The use of the homework book means that parents can be well informed about what has been set. Homework is suitable for the age of the pupils and often consolidates or extends what has been done in class. In Year 6, the structured approach prepares the pupils well for the next stage of education

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

27. The school provides a satisfactory range of learning opportunities for all its pupils. Effective use is made of the national strategies for literacy and numeracy to promote high standards in English and mathematics. Teachers are particularly successful at developing writing skills, enabling pupils to put them to good use across the curriculum. Pupils learn effectively in information and communication technology lessons and make sound progress but opportunities to use ICT to further learning in other subjects are sometimes missed.
28. The school's last inspection highlighted some important shortcomings in the school's implementation of a broad and balanced curriculum. Substantial improvements have been made to broaden the curricular provision and to ensure that statutory requirements are met. There is good guidance in most subjects to ensure that all aspects are covered and that the teachers plan pupils' progress step-by-step.
29. More work remains to be done in geography, religious education and art and design to ensure that the balance of the overall curriculum is secure. Guidance in these subjects is inadequate in helping teachers to plan sequences of lessons which build pupils' knowledge, understanding and skills systematically. Learning objectives are unclear at the medium term. Consequently, in lessons, teachers find it difficult to identify precisely what pupils should learn and provide suitable activities. Also, subject guidance is sometimes undermined as a result of the tenuous connections made to the class topic being studied; this weakens the focus of the planned learning.
30. Overall, the provision for pupils with special educational needs is sound. Pupils receive support in key aspects of their learning in English and mathematics lessons and their progress is supported satisfactorily in the foundation subjects.
31. The school effectively promotes pupils' personal development. The school encourages its pupils to take responsibility through developing rules for behaviour and fostering responsible attitudes in and out of lessons. The school council promotes the principles of good citizenship, providing opportunities to turn pupils' ideas for school improvement into responsible action. Representatives of the school council talk about their role with pride. As a result of these measures, pupils' behaviour is very good and they form constructive relationships with each other and with adults. The school has recently introduced a merit award system, which rewards good behaviour, positive attitudes and good work. The pupils are committed to this new approach; they are developing a good general understanding of the merit system and are very keen to gain points.

32. Provision for moral development is particularly strong; assembly themes and work in lessons contribute well to this, where moral issues about social injustice, bullying and racism are raised. Pupils have a good sense of right and wrong which they are able to apply in their daily lives. The school makes good provision, overall, to support pupils' social and cultural development. Pupils are friendly to each other, polite to visitors and get on well in and out of lessons. Too few opportunities are provided for pupils to collaborate in lessons, although when they do work together, they are clearly successful.
33. The curriculum is supplemented by a range of educational visits within and beyond the local area, including a residential visit to Filey for its oldest pupils. There is a good range of clubs for pupils to attend at lunchtime and after school. These include musical activities for recorders, choir and band; physical activities such as football and matball; and creative and literary activities through the drama, newspaper and craft groups.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34. The school takes very good care of its pupils and this is a strength of the school. Teachers and other adults in the school know the pupils very well and are skilful at looking after their pastoral needs which ensures that they like coming to school. The provision for pupils with special needs is satisfactory.
35. There are very good procedures for monitoring and improving attendance. Parents are reminded of the importance of regular attendance and the need to inform the school promptly of reasons for absence. This has resulted in the attendance rate at the school being above the national average.
36. Teachers and other staff are well aware of child protection and health and safety procedures. Arising out of a key issue from the last inspection, the school has developed a good written policy on child protection. The headteacher, assisted by a nominated teacher and chair of governors, is responsible for any issues that may arise. They have received training by the local education authority and all other staff have been made aware of the action to be taken.
37. The school has a clear policy on behaviour, well understood by the pupils and consistently followed by members of the staff. The pupils are encouraged to exert self-discipline and to respect authority. This has resulted in a very high standard of behaviour by pupils throughout the school. Any lapses in behaviour are recorded by the headteacher and parents or carers are involved in resolving problems, if the incidents are deemed to be serious. All parents are asked to support the school's policies and guidelines for behaviour as part of the Home/School Agreement. Positive behaviour and good work in the school are acknowledged by personal praise and the awarding of merit points, culminating in the presentation of certificates. This contributes well to the pupils' positive attitudes to the school.
38. The school is working hard to improve its procedures for monitoring and assessing the pupils' academic progress. There are good systems in place for monitoring how well the pupils are doing in the key areas of English and mathematics and for tracking their progress. Pupils' attainment is assessed annually using national test materials and the results are analysed carefully to:
 - identify gaps in learning;
 - group pupils;
 - set targets for their future attainment.

39. Thus, all teachers know the level pupils are working at and, in broad terms, what they need to do to move on. However, the extent to which individual teachers plan the work using this information varies.
40. A promising start has been made in involving pupils in knowing what they need to do to improve. The identified targets are displayed prominently in classrooms and in pupils' homework books. Further work remains to be done to make this really effective in helping pupils to improve their work. Practice throughout the school is not yet consistent in the use of the targets as a regular part of assessment. The targets themselves are sometimes too general or are written in language that is difficult for the pupils to understand. Overall, there is too great a variation in quality and use of everyday assessment. In some classes, teachers are beginning to involve the pupils in evaluating their own work and to offer suggestions for improvement when they mark pupils work. These strategies for using assessment to improve pupils' learning and progress are at an early stage of development.
41. The school is currently establishing new arrangements for recording test results and other assessments. At present these are running alongside the old systems. Some elements of these arrangements, such as the mathematics records, show the progress that pupils are making very clearly. The school plans to identify which elements of the combined systems are both manageable and useful, and to modify the arrangements accordingly.
42. Individual education plans are provided for pupils with special education needs to help them overcome their difficulties. The progress pupils make is carefully checked and the next steps are planned and agreed with parents. The school also gives extra support to those pupils who are in public care; individual education plans are prepared and a specially trained teacher monitors their progress and wellbeing.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43. Parents are very satisfied with the education provided by the school. They report, for example, that their children like coming to school, they make good progress and that their behaviour is good. They also feel the teaching is good and that they are comfortable about approaching the school with questions or a problem. Parents feel that the school works closely with them.
44. The range of information provided to parents, such as the school prospectus, governors' annual report to parents and newsletters is comprehensive and well presented. The Home/School Agreement makes a positive contribution to parents' understanding of the school and their children's learning.
45. Parents whose children have special needs meet with teachers to discuss their progress against the targets set in individual education plans, and to agree the actions the school and parents might take to support their children.
46. Regular parent consultation meetings are held which are very well supported. The school has recently introduced a new style of written reports for parents. They are helpful to parents in that they identify targets for their children's future work. However, the reports do not always indicate for all subjects how well a child is doing in relation

to the rest of the age group.

47. The school has a parent teacher association which organises social events for parents and pupils. The association raises a considerable amount of money for school use. A number of parents, grandparents and governors help in school on a regular, planned basis. The parents' involvement in the life and work of the school has a very positive effect on the pupils' learning and the good reputation the school has in the local community.
48. There are good links with the local community, which holds the school in high esteem, and with the Church and police. The school holds various fund-raising activities for charities and local senior citizens benefit from the produce donated by the pupils and parents as part of their Harvest Festival Service celebrations. Good links have been established with the neighbouring infant school and the local high school. Older pupils from the school visit the infant school regularly to help the younger pupils with their reading. This gives both younger and older pupils confidence and a genuine sense of achievement. Arrangements for pupils moving to the high school are well established and ensure a smooth transition to their next stage of learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. This important feature of school effectiveness has improved significantly since the last inspection.
50. The school is well led. The headteacher provides good leadership on a range of school improvement issues including raising standards in English and mathematics. He is very clear about the strengths and weaknesses in school provision and has recently established a team of senior managers which is proving effective. The team includes an able deputy head and senior teachers who work well together on a clear set of school priorities outlined in a comprehensive development and improvement plan. They are working conscientiously to increase the overall effectiveness of teaching throughout the school by sharing their expertise as classroom practitioners and also by leading their subjects well. One senior teacher was absent during the inspection and in the period leading up to it.
51. Overall, the effectiveness of subject coordination and leadership is satisfactory, with written job descriptions for everyone and an annual delegated sum of money for co-ordinators to purchase essential resources. An action plan is written for each subject and aspect of the school curriculum and these give much clearer direction to the work of coordinators than in the past. There are good role models for subject coordination in English, mathematics and science. In these subjects there is a rigorous analysis of data concerning pupils' progress and results in a range of tests. There is skilful observation of lessons and a discerning eye is cast over a range of pupils' work and lesson plans. This evidence is then evaluated and the outcomes used to improve specific areas of teaching and learning such as:
 - helping pupils to more accurately recall their multiplication tables;
 - providing more non-fiction books to encourage boys to read for pleasure and more widely.
52. There has been notable improvement since the last inspection in the effectiveness of setting performance targets for teachers. These targets are now linked effectively with the priorities identified in the development and improvement plan. Staff training has

clearly helped to improve the overall quality of provision in areas such as mathematics and design and technology.

53. The headteacher and staff are clearly committed to the aims of the school. They all make a valuable contribution to the ethos of the school through their every day work and their contact with the pupils.
54. The governing body is also committed to the school and its success. The chair of governors has established a positive working relationship with the headteacher. They have worked together to ensure that every governor has a clearer insight into current and longer term priorities, and the important issues facing the school, such as a potential falling roll over the next few years and its implications.
55. Governors' committees, such as those responsible for finance and curriculum, meet regularly and keep the full governing body informed so that financial planning links directly to priorities for school improvement. Governors are beginning to track the effects of their decisions to spend money on additional resources such as facilities for information and communication technology. Some governors make regular visits to see the day-to-day running of the school and this has clearly increased their understanding of the effectiveness of the school in areas such as special education needs and the teaching of literacy.
56. Overall, the school uses its specific grants wisely. This year a substantial grant from central government for school improvement activities has been used to make up a shortfall in the main school budget for staff salaries. Consequently, this has curtailed plans to increase the allocation of time to allow more subject coordinators to monitor and evaluate provision. However, the school has recognised that such a strategy has already been valuable in raising standards. It has helped some coordinators to gain an overview of the strengths and weaknesses in their subject, for example, in mathematics. Just as importantly, class teachers have already found feedback from a range of subject observations generally very helpful in improving their own classroom practice. Senior managers recognise that this activity should be given priority when more resources become available.
57. Financial planning is secure, with good use of information and communication technology to support the management and administration of the annual school budget. Information and communication technology is also used successfully to manage special educational needs records, pupil attendance records and for the recording of information on the curriculum and other professional resources. The chair of governors and headteacher are aware of the principles of Best Value and have applied them well to aspects of their work, such as comparing the school's performance with other schools nationally and locally, and obtaining tenders for maintenance work on the school site. They consider carefully how to secure the best available services.
58. Staffing levels are adequate. The overall quality has been enhanced by the recent appointment this academic year of two teachers with responsibility for mathematics and science. Good use is made of the proficient information and communication technology skills of the site supervisor. Classroom assistants make a positive contribution to the pupils' learning in both special educational needs and general classroom support.
59. The range and quantity of resources to support the curriculum have much improved since the last inspection when they were judged to be inadequate. The improvement

in resources has helped pupils to achieve well in many of their activities such as science, design and technology and physical education. There are now sufficient books for reading and research activities in classrooms and in the purpose-built library. Learning opportunities have been enhanced through access to the Internet via the new information and communication technology suite.

60. Classrooms are not spacious but overall accommodation is adequate and well organised to ensure that the full curriculum is taught. In addition to the library, the school has a stage for concerts and other events, as well as two new classrooms. Steps have been taken to improve the quality of the outdoor environment by the addition of a pond, planting of trees and shrubs, more seating and a new play area.

61. Taking account of:

- the above average standards achieved by the pupils, especially the high percentage achieving the expected levels in English, mathematics and science;
- the pupils' very good behaviour, their good personal development and relationships;
- the good leadership and management of the school;

the school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

62. (i) Improve the quality of teaching and learning by:

- providing more opportunities for pupils to work collaboratively and to discuss, explain and review their learning through talk;
- ensuring that tasks meet the needs of all pupils and require the pupils to think for themselves;
- making use of existing good practice to improve the quality and consistency of teaching throughout the school.

(paragraphs – 20, 21, 24, 25, 32, 65, 69, 79, 85, 87, 109, 110, 115, 133)

(ii) Improve the quality of day-to-day assessment by:

- planning lessons with clearly defined objectives for the pupils' learning;
- explaining the learning objectives clearly to the pupils;
- ensuring that feedback to pupils provides a clear view of how well they have done and what they need to do to improve;
- involving pupils more effectively in assessing their own and each other's progress;
- using the assessment information gathered in lessons to plan the next steps in pupils' learning.

(paragraphs 13, 22, 25, 40, 69, 72, 80, 89, 100, 116)

(iii) Improve the curricular opportunities offered to the pupils by:

- ensuring that there is adequate guidance in religious education, art and design, and geography for teachers to plan lessons which develop pupils' knowledge, skills and understanding systematically.

(paragraphs 19, 29, 91, 95, 105, 138)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	65
Number of discussions with staff, governors, other adults and pupils	26

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	5	18	36	6	0	0
Percentage	0	8%	28%	55%	9%	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		336
Number of full-time pupils known to be eligible for free school meals		20

FTE means full-time equivalent.

Special educational needs	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs		3
Number of pupils on the school's special educational needs register		

English as an additional language	No of pupils
Number of pupils with English as an additional language	5

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	
National comparative data	5.6

Unauthorised absence

	%
School data	
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 2 (Year 6)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	51	38	89

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	42	41	48
	Girls	38	34	38
	Total	80	75	86
Percentage of pupils at NC level 4 or above	School	90 (80)	84 (78)	97 (89)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	39	43	48
	Girls	36	33	37
	Total	75	76	85
Percentage of pupils at NC level 4 or above	School	84 (75)	85 (72)	96 (84)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils**Exclusions in the last school year**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	2
White	331
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	13.3
Number of pupils per qualified teacher	25.3
Average class size	28

Education support staff: Y3 – Y6

Total number of education support staff	4
Total aggregate hours worked per week	80

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A

Recruitment of teachers

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

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

Financial information

Financial year	2000/01
----------------	---------

	£
Total income	596260
Total expenditure	595590
Expenditure per pupil	1763
Balance brought forward from previous year	0
Balance carried forward to next year	670

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	337
Number of questionnaires returned	75

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	49	47	4	0	0
My child is making good progress in school.	43	51	7	0	0
Behaviour in the school is good.	25	67	3	0	3
My child gets the right amount of work to do at home.	25	61	7	3	1
The teaching is good.	41	57	0	0	0
I am kept well informed about how my child is getting on.	33	60	5	0	0
I would feel comfortable about approaching the school with questions or a problem.	49	44	7	0	0
The school expects my child to work hard and achieve his or her best.	63	36	0	0	0
The school works closely with parents.	36	52	8	3	1
The school is well led and managed.	35	52	4	0	4
The school is helping my child become mature and responsible.	47	49	3	0	0
The school provides an interesting range of activities outside lessons.	16	57	19	0	7

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

ENGLISH

63. The results of the national tests in 2001 show a considerable increase in standards for eleven year-olds since the previous year. Ninety per cent of the pupils met the standard set for eleven year-olds and a third of them did better, particularly in reading. The most significant improvement, however, was in writing, where both boys and girls did considerably better than in 2000. Overall, the English results compare very favourably with those achieved by all schools nationally. They are about average when compared to schools in similar circumstances, although fewer pupils achieved results higher than the national standard. In English overall, girls do particularly well and there is a gap between the attainment of boys and girls, particularly in writing. The school is aware of this difference in attainment and is taking steps to reduce it. The results represent significant improvement since the previous inspection when standards were at about the national average. Factors which account for this improvement include the effective implementation of the National Literacy Strategy and booster classes in Year 6.
64. Work seen during the inspection indicates that most of the eleven year-olds are attaining standards similar to those expected. When they enter the school pupils' achievements are generally above average, they make satisfactory progress and by the time they are eleven they achieve standards which continue to be above average. The school has set itself challenging targets for the national tests in 2002 and is on course to meet them.
65. Standards in speaking and listening are similar to those found in most schools. Teachers' high expectations for good behaviour and the pupils' good attitudes to learning mean that pupils listen intently, follow instructions carefully and usually remember what they have been told. Many are keen to answer the teacher's questions and they listen attentively to each other's responses. When given the opportunity to talk, such as when teachers ask more open ended questions or when they expect pupils to evaluate their own and others' work, as happens in some design and technology and physical education lessons, most pupils speak thoughtfully and clearly. Some Year 5 pupils were good at reading the dialogue from their playscripts with suitable dramatic effect after discussing the need for stage directions and deciding which would be appropriate. In a religious education lesson on the Jewish festival of Hannukah in Year 5, the teacher had planned well-structured discussion which enabled pupils to explore and clarify their thinking. As a result, they could express their ideas using specialist language with confidence. In some classes teachers use drama effectively to support the development of speaking and listening skills. However, in some lessons there is an over emphasis on pupils listening to the teacher's long exposition, with limited opportunities to take part in discussions. This means that opportunities for pupils to learn through talking and to develop and express their thoughts and ideas orally are missed.
66. By the time they leave the school at the age of eleven, most pupils are competent readers and make good use of their reading skills in other subjects. They read different types of texts with accuracy, fluency and understanding, using a range of strategies to make sense of what they are reading. However, the youngest pupils in the school do not always use their knowledge of letters and sounds to tackle unfamiliar words successfully. Throughout the school, pupils are confident in reading

to adults, although some are less confident in discussing the books they are reading. The most able readers in each year group read expressively and talk about the plot and characters in stories with enthusiasm. Most pupils use the new library and its classification system with assurance and apply their knowledge about the contents and index pages of non-fiction books to locate specific information. The older, more able pupils find out what they want to know efficiently by scanning a text to locate key words and making relevant deductions. Most pupils are well supported at home in their reading.

67. In writing, standards are above average by the age of eleven. They are better in relation to age in the upper half of the school than in the lower. A considerable number of pupils in Year 6 are already working at the level expected by the end of the school year. Many produce short descriptive pieces of high quality; they cope well with dialogue within their stories and are beginning to write effective characterisations. On the whole, their writing is well punctuated and the more able pupils handle complex sentences well. Pupils throughout the school write in a variety of ways for different purposes. For the oldest pupils during the current year this has included stories, persuasive writing and information writing, while younger pupils have written poems, playscripts and instructions. The best writing occurs when pupils have been inspired by their reading. Particularly successful examples are the stories written by Year 6 pupils after studying the Wreck of the Zanzibar by Michael Morpurgo and the sensitive and thoughtful poems by Year 5 pupils on the theme of the environment inspired by The River, by Brian Patten. Finished work is almost always very well presented and handwriting is of a good standard. Spelling is usually accurate.
68. In some classes, pupils use the skills they have learned in literacy lessons effectively in other subjects. Good examples of this are the use of persuasive writing in geography and in history, for example, in recent work seen about Filey and in history where news about Tudor times was reported in 'The Gainsborough Star'. Occasionally, opportunities to write for a purpose and reinforce the writing of different text types are missed when pupils merely copy out a passage or just have to insert the correct word, supplied by the teacher, into a piece of text.
69. The quality of teaching is satisfactory overall, with some good and very good teaching in Years 5 and 6. There was a very small proportion of unsatisfactory teaching. It is clear that a great deal of work has been done to improve the teaching of English. The implementation of the National Literacy Strategy has had a considerable benefit to the way teachers' plan and teach their lessons sequentially. However, some aspects of the strategy are not yet fully in place. For example, few teachers make use of the plenary session at the end of a lesson to discuss and sum up what the pupils have learned. Lessons are well prepared, good use is made of resources, classrooms are well managed and all teachers expect the pupils to behave well and to get on with their work without fuss. Regular use is made of homework to extend pupils' ability to spell and to practise reading. The best teaching occurred when:
- the teachers introduced the lesson briskly and with humour so that the whole class were immediately engaged and had to start thinking quickly;
 - the teachers asked pupils to share ideas with each other so that everyone had a suggestion to make in order to contribute to the shared writing;
 - the pupils knew what they were learning and why it was important.
70. These methods ensured that all pupils were engaged in the content of the lesson, all

had to think and all could make a useful contribution when the teacher summed up at the end of the lesson what had been learned before setting the scene for the following day.

71. A significant improvement since the last inspection is the attractive and well-maintained new library which is used by all classes.
72. The school has worked hard to improve its procedures for monitoring and assessing the pupils' progress in English. The subject leader has implemented good systems for monitoring how well the pupils are doing and for tracking their progress. Pupils' attainment is assessed annually using national test materials and the results are analysed carefully. Thus, all teachers know the level pupils are working at and, in broad terms, what they need to do to move on. However, the extent to which individual teachers plan the work using this information varies.

MATHEMATICS

73. In the 2001 National Curriculum tests and assessments, the proportion of eleven year-old pupils reaching the expected level was above that found nationally. This is an improvement since the last inspection, when results were similar to the national average and confirms a steadily rising trend over the last two years. While the performance of both girls and boys exceeded the national average for their age group, girls outperformed boys. The school is working to reduce the gap between the attainment of boys and girls by careful analysis of strengths and weaknesses of each pupil's performance. In comparison to schools in a similar social context, overall pupil performance in the tests was close to the average, although the proportion reaching the higher levels fell below average. At a time when standards have been rising in all schools, the rate of improvement at Thorpe Hesley Junior School has exceeded the national trend.
74. Evidence from the inspection reflects the attainment profile indicated by the results of the national assessments. By the age of eleven, pupils understand place value and can multiply and divide whole numbers and decimals by hundreds and thousands. They can approximate numbers involving two places of decimals and can multiply three digit numbers by two digit ones. They understand the equivalence of fractions and decimals and can convert one into the other. Most pupils can rapidly recall number facts from memory and can perform mental calculations with confidence. As a result of the school's current initiative to promote mathematical vocabulary, most pupils use correct technical terminology. Pupils recognise common two and three-dimensional shapes and have a sound knowledge of their properties, including symmetry. They can calculate the perimeter of a range of shapes and the areas of squares and rectangles. Apart from some interpretation of bar charts and census returns, less emphasis is placed on problem solving and data handling. Consequently, pupils' skills develop unevenly and their use and application of mathematical knowledge and understanding is sometimes restricted.
75. In those classes with the most effective teaching, pupils are showing good skills in rapid mental calculation and in applying their knowledge to solving mathematical problems. Their depth of knowledge is demonstrated in the way they can explain their thinking and in their capacity to suggest various ways to solve a problem and to check their answers. However, sometimes teachers do not expect enough of higher-attaining pupils and, consequently, they do not always achieve as well as they could.

76. Generally, most pupils make at least satisfactory, and often better, progress throughout the school. Pupils with special educational needs make sound progress because the teaching is effectively adapted to their learning needs and they receive appropriate assistance from classroom supporters.
77. Pupils' behaviour and attitudes to learning are good overall. Most maintain high levels of concentration during lengthy whole-class introductions and show considerable enthusiasm and enjoyment during quickfire mental calculation sessions. They settle promptly into their groupwork activities and work with dedication and perseverance. Even when tasks are repetitive, most pupils maintain concentration and remain amenable well behaved, because they are keen to learn. Throughout the school, pupils take great care to present their work carefully, neatly and accurately. The standard of presentation in books and on display is consistently high.
78. The quality of teaching is sound overall. During the inspection it was good in almost half of the lessons observed. The older pupils benefit from a greater predominance of good teaching. Teachers apply the National Numeracy Strategy effectively in accordance with the recommended structure. Teachers' planning is systematic and learning targets are routinely shared with pupils. Plans include tasks that have been matched to meet a range of learning needs and pupils are grouped broadly in accordance with their stage of development. This strategy is mostly successful and provides a suitable teaching framework for the majority of the pupils, although the particular needs of the higher-attaining groups are not always met appropriately.
79. Where teaching is good, lessons are well managed, move at a brisk pace to stimulate pupils' mental agility and expectations are high. Well directed questioning builds on pupils' existing knowledge and provides appropriate challenge to encourage curiosity. Learning targets are made clear, groupwork tasks encourage independent thought and enquiry and pupils are made aware of how they can improve their own performance. A wide range of teaching methods is used, with an appropriate emphasis on practical activities, collaborative working and problem solving related to everyday situations. Weaker teaching is characterised by an over-reliance on protracted explanation by the teacher and on tasks that make too little demand of pupils.
80. Since the previous inspection significant improvements have been made to the quality of teaching plans, the provision of suitable work and to the overall quality of teaching. Pupils' performance is carefully analysed through a variety of test materials and teachers show a clear awareness of pupils' different stages of development. The school has useful plans to extend its pupil tracking and individual target-setting initiatives. The contribution of assessment to subsequent teaching is an area of weakness. Marking is regularly and conscientiously completed, but rarely used to provide focused, supportive advice about how further improvement might be made. The focus of assessment is often on whether the learning activities were successfully completed rather than on what was learned as demonstrated by an increase in pupils' skills, knowledge and understanding. As a result, pupils do not always have a clear idea of how they can improve their work and teachers do not always plan tasks which match the learning needs of all pupils.
81. The recently appointed coordinator has contributed to the significant improvements in the subject since the previous inspection. Careful monitoring of teaching and provision has led to the production of an action plan containing clear and useful strategies to raise standards within the subject. Analysis of test results is being used as a basis for developing a tracking system to monitor pupils' progress from year to

year. The school has made a good response to the previous inspection report and standards have risen.

SCIENCE

82. By the age of eleven, pupils achieve standards in science that are above the national average. This is similar to the last inspection when attainment was described as high.
83. Standards in the end of Key Stage 2 tests have risen significantly. They rose particularly sharply in 2000 and have been maintained in 2001. This year nearly all of the Year 6 pupils achieved the expected level (level 4) which is above the national average, and over a third achieved the higher level (level 5) which is in line with the national average. Over recent years, the standards achieved by both boys and girls have been above the national average but girls' attainment has been generally better than that of boys. The newly appointed subject leader is working to ensure that all pupils reach the highest possible standards. She has analysed the strengths and weaknesses of pupils' attainment and is targeting areas of under-performance.
84. The previous inspection report noted that progress for all pupils was satisfactory and in some cases good. An analysis of pupils' current work throughout the school shows that, overall, they make good progress from, initially, a sound basis of understanding. Progress is satisfactory in the first two years of Key Stage 2 and in Years 5 and 6 progress increases and pupils' achievements are good. Overall, their achievements are good across the four aspects of science. By the end of the key stage, pupils have a good grasp of scientific knowledge and they acquire a good understanding of scientific language. In Year 3, they learn how to sort materials into groups and know why some packaging materials are chosen for their specific purpose. In Year 4, pupils are beginning to understand how the human skeleton helps to protect the body and aids movement. In Year 5, they know that evaporation and condensation are key features in the water cycle. In Year 6, they make good use of their residential visit to Filey as a context for exploring how animals within an environment can be classified. Throughout the school, teachers support the acquisition of scientific knowledge well by providing many opportunities for practical work and emphasising key scientific vocabulary.
85. Pupils are gaining a sound understanding of the processes of scientific enquiry, although there are too few opportunities for them to work together to share their ideas and develop their understanding through discussion. The best lessons provide opportunities for pupils to build on previously acquired skills and apply their knowledge and understanding to everyday situations. For example, pupils in Year 6 explored their understanding of identifying and classifying animals by devising their own branching keys. The teacher demonstrated the effective use of keys by providing opportunities for the pupils to work initially as a class, and then in small groups and individually to systematically identify animals from a range of possibilities. The pupils were then challenged to create their own classification criteria to produce a key for identifying seabirds. The pupils thought carefully about the design of their keys and were encouraged to improve their work by trying out their ideas with others. However, pupils are generally given too few opportunities to use talk to explain their reasoning and make predictions. For example, Year 3 pupils were introduced to scientific vocabulary well and listened carefully to their teachers' explanations of how they would be investigating soil samples. But there were limited opportunities for them to discuss the properties of the different soil samples and agree the best description for

their observations. As a result, the pupils' response at the end of the lesson to the teacher's question, "What have we learnt today?" was limited.

86. The teaching of science is always satisfactory and often better. There are examples of good teaching throughout the school but teaching is generally better for the older pupils. Teachers generally have good subject knowledge, they plan interesting lessons and are effective at teaching basic scientific knowledge. They are also good at explaining activities to their pupils and helping them to pay appropriate attention to safety. As a result, pupils enjoy their science lessons, they are well motivated and show good attitudes to learning science. They settle to their work promptly and concentrate very well. Support for pupils with special educational needs is satisfactory and allows them to play a full part in lessons.
87. Teachers explain how lessons fit in with previous work and set out clearly what pupils will be doing. In the best lessons, teachers also explain the focus and the purpose of the work. Lessons are usually well structured with a clear focus for whole class, small group and individual work. The pace of lessons is usually brisk but progress is sometimes slowed when teachers spend too much time on lengthy explanations with few chances for pupils to contribute ideas and ask questions. In the best lessons teachers use a good balance of explanation, discussion and questioning to meet the specific needs of individuals and groups of pupils. For example, in a Year 6 lesson the teacher quickly found out how well the pupils understood the process of classifying animals according to their physical characteristics and focused her attention on the groups where this was weakest. Teachers make good use of resources to support pupils' learning. For example, in a Year 4 lesson the teacher encouraged pupils to look closely at a model of the human skeleton to explore the movement of different joints, and she provided a good range of x-rays for pupils to compare with what they could feel about the bones of their own bodies. Lessons are not always rounded off well. In general, teachers leave too little time for discussing with pupils what they have learnt, clearing up any misconceptions and setting the scene for subsequent work.
88. Work in science includes a wide range of topics and there is systematic coverage of the statutory programme of study. There is a detailed scheme of work based on a two year cycle to ensure that all aspects of the Key Stage 2 science curriculum are covered twice. The scheme draws appropriately on the national guidance from the Qualifications and Curriculum Authority and is well supported by a good range of resources.
89. The recently appointed subject leader has quickly established an understanding of the strengths and areas for development in science. She is already making plans for further improvements. For example, she has identified the need for better planning for the development of pupils' investigational skills and she has introduced a skills ladder as an interim measure to support teachers. She has also identified the need for better assessment procedures. At present the school does not make enough use of the day-to-day assessment of pupils' learning to modify the content and sequence of lessons. The subject leader also has good plans to raise standards further by developing the monitoring and evaluation of teaching and learning.

ART AND DESIGN

90. The attainment of eleven year-olds is about that expected for their age. There is some variation between classes in the quality of work produced and in the progress that pupils are making. This is no improvement over the last inspection when standards were found to be 'often above national expectations'.
91. It is evident from the art displayed around the school and an examination of work done previously that much effective teaching of art takes place. Some Year 5 pupils, for example, were inspired by the style of William Morris to use their traced designs skilfully to create intricate and meticulously coloured repeated patterns for a wallpaper sample. Year 6 pupils have used their sketching skills to produce careful, well-observed drawings of the cobble boats they saw on their visit to Filey. However, in some of the lessons seen the teaching contained some unsatisfactory features. The pupils enjoyed the activities provided but they did not advance their skills significantly. Although carefully done, the work they produced was below the standard expected for their ages. The reasons for this were the teachers' insufficient subject knowledge and the way art is planned. The planning guidance does not have enough detail to help the teachers who are less expert to plan a sequence of progressively more challenging tasks. When several different art or craft activities are included in one lesson, the teacher's time is spent managing the activities and the pupils receive little specific teaching. Not enough of the work is planned to develop a clear sequence of skills or to explore ideas in order to develop a theme. Where this does happen, as when Year 4 pupils had used their study of portraits painted by different artists as inspiration for their own portraits with carefully varied skin tone and appropriate background, the work is of good quality.
92. The school places a strong emphasis on drawing and painting from direct observation, and much of the pupils' work shows their developing ability to use different media, such as pencils and paints to depict shades and tones, three-dimensional work and work with textiles, such as weaving or collage receive less attention. Sketchbooks have recently been introduced but not all teachers are confident in their use.
93. In some classes, good links with information and communication technology help the pupils use their skills to good effect when developing artwork. Pupils in a Year 4 class, for example, used the digital camera and computer to photograph a plant and transform it into a very attractive picture in the style of Henri Rousseau.
94. The pupils enjoy art and take care with their work. Throughout the school pupils artwork is valued. Their drawings and paintings are beautifully displayed alongside their written work which is often carefully illustrated.
95. An art policy is in place but, as at the time of the last inspection, there are no plans that show clearly how the key skills and techniques are developed in each year group. There has been limited opportunity to monitor teaching and learning and to implement the appropriate plan of action that the subject leader has devised to improve the subject.

DESIGN AND TECHNOLOGY

96. Standards in this subject are much improved compared to those found during the last inspection. Pupils now achieve the standards expected nationally. The issues raised then concerning the quality of teaching, the leadership of the subject and the range and adequacy of resources have all been addressed effectively.
97. Pupils have a much more secure understanding of the importance of planning ahead before beginning to make, for instance, a bag of some kind or a Victorian toy. They write down step-by-step instructions on their labelled plans and list appropriate equipment and materials, usually on a standard activity sheet.
98. Throughout Years 3 to 6 pupils use an increasing range of resources, including textiles, wood and plastics. Their knowledge of materials increases appropriately as they progress from one year group to the next. In Year 3 they understand, for instance, that a fruit salad must taste good, as well as look attractive, if someone is going to buy it from a shop. By Year 5 they recognise that a simple square frame made of thin balsa wood requires strengthened mitred corners before it can take the full weight of a rotating toy.
99. Pupils use tools safely and pay careful attention to food hygiene. In Year 3 they cut up pieces of fruit with a knife into bite-size chunks and in Year 4 they secure seams for bags with a needle and cotton. Other items on display in classrooms and corridors around the school show that they can also use drills and hacksaws with reasonable accuracy.
100. Teachers do not always remind them consistently of the importance of evaluating their work. Too many pupils, especially in Years 3 and Year 4, are still not certain whether they would do anything differently if they had to do the project again. Opportunities for pupils to evaluate their work are not given sufficient emphasis in teachers' plans. This is an area that requires further improvement across the school to help pupils in time to develop better quality products.
101. Pupils enjoy their work and they make good use of the time available. This reflects the teaching well. The quality of teaching has improved considerably. Lessons are planned to give pupils time to think of ideas and draw plans before starting to make things. Pupils work well together, especially when asked to discuss ideas in pairs and small groups. They enjoy choosing materials for decoration and other purposes, willingly rising to a challenge, such as finding ways to add movement to make, for instance, a bumble bee with wings that move or a vehicle with lights.
102. Pupils' progress in lessons is frequently good because teachers give clear guidance and scope for them to develop their own ideas on what makes a good design. In Year 6, for instance, they understand the importance of accommodation and amenities for a wide range of users at a holiday theme park. Their progress in knowledge and understanding from Year 3 to Year 6 is, however, uneven because of deficiencies in long term curriculum planning and assessment practice. Pupils are now taught design and technology on a regular timetabled basis. Schemes of work are linked to national guidance, as well as to an overview for the teaching of different aspects of design and technology linked to school topics. But sometimes the guidance for teachers to use does not match the Key Stage 2 requirements. Consequently, pupils do not always get the help they need from teachers to ensure that finished products match their abilities.

103. Leadership of the subject has been very effective in improving the quality of teaching and learning across the school. Teachers are much more confident to teach the National Curriculum programme of study for design and technology, with the exception of the applications to the subject of information and communication technology, where it generally remains unsatisfactory. Additional resources and further staff training planned for the near future to address this important aspect of design and technology.

GEOGRAPHY

104. Only one geography lesson was observed during the week of inspection. However, pupils' work samples and displays in and out of classrooms were analysed. Discussions with older pupils in the key stage were undertaken. The subject leader was interviewed and the school's teaching plans carefully examined. On the basis of the available evidence, it is not possible to make a judgement about overall standards.
105. The absence of a scheme of work was identified as a weakness in the school's last inspection. The school now has a policy for geography and a plan that sets out the expected coverage for each year group. However, references relate to an earlier version of the National Curriculum programme of study for geography and the planning does not provide for systematic acquisition of the knowledge, understanding and skills appropriate to the subject. Examples drawn from the national guidance do not always relate to the age group to which they have been assigned. For example, map skills are taught too late in the key stage and are out of sequence in relation to the Filey field work. A more secure and up-to-date framework is required to support teachers' planning and assessment.
106. Although the subject leader is clear about some of the next steps for improvement, geography is not one of the school's current priorities for development.
107. In discussion with older pupils they demonstrate positive attitudes to learning about geography. They talk about their work with pride and listen to each other well. More able pupils talk confidently about their work on rivers and use appropriate geographical terms. Pupils clearly work hard and have sustained high quality presentation in their work, which is universal across all age groups.

HISTORY

108. Five history lessons were seen and pupils' work samples were analysed. In addition, the school's planning documentation was examined, as were displays of recent work. The subject leader was interviewed. Insufficient evidence about the current Year 6 was available as geography was the focus of their topic work for this term. On the basis of this evidence, it is not possible to make a judgement about standards achieved by the end of the key stage in history.
109. Younger pupils learn about the beliefs of the Ancient Egyptians. Most know that the Rosetta Stone was an important discovery in helping to decipher hieroglyphs. They also learn about life in Tudor Times at different levels in society. Older pupils study famous Victorians and learn about their influence on society today. Pupils find information in books, listen well to their teachers and answer questions by using the resources their teachers provide. Pupils are acquiring knowledge about the life and times of the groups being studied. Pupils use information sources to help answer straightforward questions about the past but they have too few opportunities to discuss their work and ask, as well as answer questions. As a consequence, their

ability to use historical language and their understanding of the periods being studied is sometimes developing too slowly.

110. Teaching quality is broadly satisfactory. Teachers' own factual knowledge is strong and the range of resources used are well prepared. However, in some lessons seen, approaches used require pupils to listen too long in lessons and there are limited opportunities for pairs and groups of pupils to discuss their work and share their thoughts. The best teaching was seen in Year 5, where exploratory talk is encouraged and the methods selected enthuse the pupils. Pupils produce a great deal of well-presented written work, which is celebrated in displays around the school. However, feedback about their work does not focus sufficiently on progress in learning history but more on the quality of its presentation.
111. Pupils work very hard in history lessons. Their behaviour in lessons is very good and they concentrate well. When given the opportunity to collaborate with others, pupils work sensibly as well as with great enthusiasm. This was seen particularly in Year 5, when drama was used to 'interview' a famous Victorian.
112. The school's history policy provides comprehensive guidance to teachers, as well as making clear the expectations each year group. Some use is being made of the national guidance to help with the planning each term. However, within the overall cross-curricular topics being studied by each year group, unrelated aspects of work are sometimes drawn into history plans; this moves the focus away from systematically developing the full range of historical knowledge, skills and understanding.

INFORMATION AND COMMUNICATION TECHNOLOGY

113. By the time they are eleven, pupils are reaching the standards expected for their age in most aspects of the subject, which is similar to the last inspection, though there is evidence that standards are improving. A comprehensive policy document sets out an appropriate scheme of work, suitably linked to the national guidance and provides useful advice to support the planning and teaching in this subject. Pupils learn effectively in information and communication technology (ICT) lessons and make sound progress, but opportunities are sometimes missed to use ICT to reinforce learning in other subjects.
114. Pupils are technically skilled in the use of ICT equipment and reach standards that are above the national expectation when communicating and handling information. They routinely locate and download information from the Internet and from CD-ROM, which they interrogate effectively. Following a field trip to Filey, pupils effectively extend their knowledge and understanding of the town and its history by the analysis of census data. The quality of their work on, for instance the Victorians, is enhanced by the use of databases and graphical representation. Pupils select and insert clip art, digital photographs and downloaded images into text and can adapt colours, fonts and sizes to suit the particular purposes of the task. They can generate artwork and illustrate their investigations by using graphics packages. While pupils are aware of the possibilities of computer modelling, measurement and control, their understanding of these strands of the subject is less well developed.
115. The pupils are keen and interested in information and communication technology. They apply themselves with interest and enthusiasm and readily share their ideas and the equipment. Pupils concentrate well and help each other. Opportunities for them to pursue their own lines of enquiry and to extend their knowledge by independent

research are, however, limited. Pupils with special educational needs make sound progress overall and their learning in the additional literacy groups is effectively promoted by the use of specialised programs.

116. Teaching is sound overall and it is clear that the subject coordinator, though absent during the course of the inspection, has instituted procedures and policies that have a positive influence on the quality of provision. Most teachers are relatively confident in their own understanding of the subject and they are well supported by the effective use of a skilled technical assistant. Procedures to assess the progress of pupils' learning remain under-developed, so that teaching is not always targeted to their particular needs. In consequence, a proportion of the pupils, most particularly the higher-attainers, are not always given tasks that challenge their thinking and promote optimum progress.
117. A useful portfolio of pupils' work has been compiled to illustrate the standard and breadth of work within the subject and a programme of lesson observations has been undertaken, which has enabled the school to identify its development priorities. The school is well resourced with a new ICT suite and recently acquired equipment and software. These new resources, coupled with the national training that has begun recently, means that the school is well placed to make further advances.

MUSIC

118. Overall, pupils reach the standards expected nationally in music; their achievement in singing is good.
119. In addition to the lessons observed, a range of other evidence was available and contributed to the judgements made:
- teachers' planning;
 - pupils' singing in hymn practices, assemblies and concert practices;
 - discussions with pupils about their work;
 - discussions with the subject leaders;
 - discussions with a visiting instrumental teacher;
 - discussions with other teachers.
120. In the lessons seen, pupils' attainment is in line with the standards expected for their age, and their achievements are satisfactory in the skills of performance and in applying their knowledge and understanding to music they listen to. This is similar to the last inspection when standards of attainment were in line with national expectations.
121. Pupils sing a range of songs well from memory in concert practices. They sing in tune with enthusiasm and clear diction. The teacher makes good use of demonstration to show the pupils how they can reflect the meaning of the songs in their singing. As a result pupils sing sensitively and most are able to vary pitch and volume to interpret the feelings expressed in the songs. They accompany some songs with percussion and other instruments and show a good sense of rhythmical accuracy.
122. The youngest pupils recognise the importance of beat and rhythm in music from Africa. They use clapping, finger clicking and tapping to maintain a beat and show a sound sense of the melody's shape when learning to sing an unfamiliar song. The oldest pupils correctly identify sounds produced by different instruments. For

example, in a Year 6 lesson the pupils described the sounds made by various woodwind instruments and thought carefully about the feelings evoked by short examples of each instrument being played. The teacher encouraged the pupils to consider pitch, dynamics and tempo when explaining their reaction to each instrument. The pupils related their observations to a composition by Smetana and recalled, from a previous lesson, how the composer had created images and represented changes of mood with the use of different instruments and combinations of musical ideas.

123. The pupils have positive attitudes to music. They concentrate well, listen attentively and do their best to improve on previous performance. Many take advantage of the good range of extra-curricular activities, which includes a choir, recorder playing and the school band. Pupils who are learning to play instruments with visiting instrumental teachers make good progress in learning to play brass, woodwind and guitars. Pupils who play in the school band also reach high standards of performance. There are strong links with the local community; pupils play in the village band and there are many opportunities to perform for other pupils, their parents and in public.
124. The teaching in the lessons seen was consistently satisfactory. Teachers have satisfactory subject knowledge. The non-specialists are not always confident, particularly in developing the skills of composition, but they make appropriate use of the guidance provided by the school's scheme of work. The scheme includes some of the units from the Qualifications and Curriculum Authority's guidance and provides appropriate support for the systematic development of pupils' knowledge and understanding. Informal advice is also available from the two subject leaders but there is little formal monitoring of teaching and learning to identify and plan support for areas for improvement.

PHYSICAL EDUCATION

125. Overall, by the age of eleven, pupils' attainment meets the standards expected nationally in physical education. Four lessons, two in games and two in dance were observed during the inspection. They indicate that, by the time pupils leave the school at the age of eleven, standards in dance are higher than those normally found. By contrast, standards achieved by the youngest pupils in games lessons are lower than those normally found. In swimming, Year 5 pupils swim at least 25 metres by the time they leave school.
126. There is some good teaching of dance in Year 6 lessons and in after-school clubs. In the lessons observed, for example, there was a good structure that involved the teaching of specific skills and then an opportunity for pupils to practise in pairs and small groups and refine their movements in time with the accompanying music. Teachers skilfully drew pupils' attention to important learning points, such as accentuating their movements in accordance with the rhythm of the music. They used praise well, demonstrating themselves at times, and successfully involved the pupils in the appraisal of their performance.
127. There is some unsatisfactory teaching in games in the youngest classes. Features described above were sometimes not taught as well. For instance, demonstrations were not good enough to help pupils to improve their throwing and catching skills and consequently they made limited progress. Neither were the pupils given appropriate help to get better at catching or throwing, by developing their skills systematically through progressively demanding tasks.

128. Pupils are taught about the importance of physical activity and how it contributes to a healthy lifestyle. They have a good understanding of the importance of exercise and some teachers ensure that they experience good levels of physical exertion in lessons and extra curricular activities. They are aware of safety issues, such as removing or covering jewellery before activities, and they change into sensible clothing and footwear.
129. Boys and girls enjoy their physical education activities. In the best lessons, they maintain a very good level of interest, listening carefully to each other and taking responsibility for improving their performance.
130. Pupils participate in a broad variety of physical activities. These include athletics, dance, swimming and games such as football and rounders. Extra-curricular provision is good. There are many opportunities for pupils to attend, such as football training with an ex-professional, matball and badminton taken by teachers and extra swimming with a parent instructor in the autumn term. This programme of physical education activities is carefully planned so that, as they grow older, pupils progressively acquire a range of skills in many areas.
131. The subject coordinator is enthusiastic and has helped staff to improve their teaching of the subject by, for example, up-dating the policy including curriculum guidance. He has not had an opportunity to observe other lessons thus far. More resources have been purchased and good use is made of volunteers and other services in the local community. The use of national guidance is helping to improve the content and planning of physical education activities over an academic year.

RELIGIOUS EDUCATION

132. Three lessons were seen during the inspection. In addition, pupils' work samples, displays in and out of classrooms and the school's planning documentation were examined alongside the syllabus. The subject leader was also interviewed. On the basis of this evidence, pupils broadly meet the standards expected of the locally agreed syllabus for religious education.
133. Most pupils in each year group are acquiring sound knowledge of religious symbols and festivals and the lifestyles of the religious communities that are studied. However, too few opportunities are provided for pupils to discuss their work and review their thinking about religion. This delays pupils' development of the religious education skills required by the syllabus and slows progress in learning to appreciate the importance of values and beliefs.
134. Younger pupils demonstrate the acquisition of knowledge about Christianity by answering questions about baptism. They use their knowledge of key features of the baptism service to interpret information sheets, write and draw. Pupils show some confidence in using religious language when answering questions and they know some of the symbols of Christianity. However, when talking about their own or others' baptisms, few demonstrate confidence to explain their work, suggest how people might feel or say why baptism is important to Christians.
135. Older pupils talk about festivals in other religions. In a Year 5 class, for example, where pupils' learning is very good, pupils relate the Jewish festival of Hannukah to the changing seasons and the symbolism of light in darkness. They express understanding of the need to keep Judaism alive in adversity. Through their

exploration of the festival, pupils acquire confidence in the use of religious language and show insight into the thoughts and feelings of others. At Year 6, most pupils can recount aspects of the Hindu story of Rama and Sita, although they are less confident in showing an appreciation of the significance of the story or of the festival of Divali in Hinduism.

136. Teaching quality is mainly satisfactory. Lesson are prepared carefully and resources used are varied. The best teaching provides plenty of scope for pupils to talk purposefully about the work in hand, offers good examples in the use of expressive language, helps to frame pertinent questions and is clear about the specialist language needed for the lesson. Here, very good teaching promotes the balanced development of the religious ideas, skills and positive attitudes, which underpin the syllabus. Information technology and stories are used well as starting points for deeper thinking and the strategies used to review learning throughout the lesson are effective in ensuring all pupils achieve well. In some lessons seen, pupils were not sufficiently encouraged to discuss their work and the narrow range of teaching strategies places too much emphasis on brief responses to teachers' questions.
137. Pupils' behaviour and concentration are good and when they are expected to listen for long periods they remain quietly attentive. Where pupils are given scope for interaction they respond with great enthusiasm. This was seen to very good effect at Year 5, where pupils' contributions to group discussion was lively, pertinent and clearly generated confidence. This very good response included pupils with special educational needs, who effectively demonstrated interest and understanding through their animated conversations.
138. The school has a policy and guidance for each year group. This ensures coverage of the main religious concepts of the locally agreed syllabus for religious education. Some suggestions for activities have been provided but these vary in quality and often serve only to expand on the coverage. There is insufficient guidance to show how the three key aspects of the syllabus can be fully developed and assessed. Consequently, some teachers find it difficult to set work that is suitably challenging for pupils of different ages and abilities and to judge what progress pupils are making. Some use is being made of the national guidance for religious education but this is not always appropriate as some of the examples selected by the school are intended for use with much younger pupils.