

INSPECTION REPORT

Spitalgate C. E. Primary School
Grantham

LEA area : Lincolnshire

Unique Reference Number : 120523

Headteacher : Mrs. S. Beard

Inspection No: 196973

Reporting inspector : Mr. D. Brown
OIN: 8285

Dates of inspection : 18th. to 21st. October 1999

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INFORMATION ABOUT THE SCHOOL

Type of school :	Infant and Junior
Type of control :	Voluntary controlled
Age range of pupils :	3 - 11
Gender of pupils :	Mixed
School address :	Treat Road GRANTHAM Lincolnshire NG31 7XQ
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Appropriate authority :	Governing Body
Name of chair of governors :	Tom McGibbon
Date of previous inspection :	June 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mr. D. Brown, RgI	Special educational needs	Characteristics of the school
	Areas of learning for pupils under five	Attainment and progress
	Science	Leadership and management
	Physical education	
Mr. S. Vincent, Lay Inspector	Equal opportunities	Attitudes, behaviour and personal development
		Support, guidance and pupils' welfare
		Partnership with parents and the community
		Staffing, accommodation and learning resources
		The efficiency of the school
Mr. D. Earley	Mathematics	Teaching
	Art	Pupils' spiritual, moral, social and cultural development
	Design and technology	
	Music	
Mrs. A. McAskie	English	Attendance
	Information technology	The curriculum and assessment
	Religious education	
	Geography	
	History	

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MAIN FINDINGS

What the school does well

- Teaching is of a high quality
- People with leadership and management roles are leading the drive for higher standards.
- They analyse the work of the school and its developments so that improvements can be made.
 - Relationships between adults and children are excellent. Everyone feels important.
 - Teachers help pupils make good progress in their lessons.
 - Each child is looked after very well, and given the help and guidance needed.
 - Children with learning difficulties receive very good help. Learning support assistants do a good job.
 - Children's personal development is encouraged and they take on more responsibilities.
 - The school tries very hard to involve parents in the education of their children.

Where the school has weaknesses

- Attainment in English is low because language development is slow for many pupils.
- I. Attainment in information technology is low because the school has only recently had up-to-date computers.
 - II. Although there is steady improvement, attendance rates are low.
 - III. There is no full-time suitably trained assistant in the nursery.
 - IV. The special educational needs co-ordinator needs more time to do all her work.
 - V. Pupils' spirituality is not as well developed as their social and moral development.

Everyone in the school is trying hard to raise standards, and there is a very encouraging picture in mathematics and science. The few weaknesses will form the basis of the governors' action plan.

How the school has improved since the last inspection

The school has made good progress. Weaknesses identified in the key issues in the previous report have been overcome, and the quality of education provided is higher. Curricular planning now ensures that pupils make progress, and the almost completely new team of teachers, including a new headteacher and deputy head, knows much more about the subjects they teach. Learning support assistants are hard working, and help children make good progress. The quality of teaching is much higher and there is no unsatisfactory teaching. Ways of checking what children are learning have been improved so that the next lessons help the children make more progress. There has been a slow improvement in attendance rates. During the day very little time is lost and lessons start on time.

There were no national data at the time of the previous inspection, so attainment now cannot be judged in the same way. Governors have set targets for attainment for each year group, and the school is working hard to reach these. There has been a slow improvement in English, particularly in reading. Standards in mathematics and science have shot up for eleven-year-olds. Very good emphasis is given to pupils' personal, social and health education. The behaviour of many pupils is very good, and the school's behaviour management procedures are slowly helping some pupils with difficulties to fit in better.

Standards in subjects

The table shows the standards achieved by 11 year olds in 1998 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	<i>Key</i>	
			<i>well above average</i>	<i>A</i>
			<i>above average</i>	<i>B</i>
			<i>average</i>	<i>C</i>
			<i>below average</i>	<i>D</i>
			<i>well below average</i>	<i>E</i>
English	E	E		
Mathematics	D	A		
Science	E	E		

Similar schools are those having between 35% and 50% of pupils eligible for free school meals. Figures for the 1999 tests show a totally different picture in mathematics and science. Scores were average (C) when compared with all schools, and were well above average (A) when compared with similar schools. Attainment in English is still lagging behind, and scores were well below average. The school is trying very hard to maintain these high scores in mathematics and science, and to improve its English scores.

Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Good	Good	Good
Mathematics	Good	Very good	Very good
Science		Good	Very good
Information technology		Insufficient evidence	Insufficient evidence
Religious education		Good	Good
Other subjects	Good	Good	Good

Teaching is a strength of the school. In just under a half of lessons teaching is good, with an additional third of teaching being very good. There is no unsatisfactory teaching.

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

Other aspects of the school

Aspect	Comment
Behaviour	Most behaviour is good. Some pupils find difficulty in behaving well, and teachers are skilled at managing the situation.
Attendance	Attendance in 1997/98 was well below average. The attendance rates are rising each year because of the procedures now in place.
Ethos*	Everyone is trying hard to raise standards. Relationships are very good. Pupils have good attitudes and enjoy taking responsibility.
Leadership and management	The headteacher, deputy head, teachers and governors provide very good leadership and management, making sure that quality improves and attainment rises.
Curriculum	The curriculum is well suited to the pupils so that they make progress. Good emphasis is given to literacy and numeracy, and to helping pupils develop personally.
Pupils with special educational needs	Teachers and learning support assistants give very good help to pupils who find it difficult to learn. The co-ordinator has too little time to do all her work.
Spiritual, moral, social & cultural development	Provision for fostering moral and social development is very good. The fostering of spirituality and pupils' cultural development are satisfactory.
Staffing, resources and accommodation	There are generally good levels of staffing, but no trained nursery assistant. Arrangements for continuing professional development are very good. Accommodation is also very good.
Value for money	Overall costs are average. The quality of education is at least good and is often very good. Pupils make good progress and standards are rising. The school provides good value for money.

* *Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

The parents' views of the school

What most parents like about the school	What some parents are not happy about
<p>VI. Finding it easy to approach the school</p> <p>VII. Having a clear idea of what is taught</p> <p>VIII. The school helps their children do well</p> <p>IX. The way the school's values and attitudes effect their children</p> <p>X. The information given to them when their children start the nursery or as they transfer to the reception class</p> <p>XI. The way the school arranges outside help for children with speech or behaviour difficulties</p> <p>XII. The way behaviour has improved since the appointment of the new headteacher.</p> <p>XIII. The children like coming to school.</p>	<p>XIV. There was very little:</p> <p>XV. Two parents felt uninformed about the</p> <p>XVI. One parent felt the school did not achieve</p>

Twenty-eight questionnaires were returned, and the four parents attending their meeting gave inspectors a clear picture of their views. Inspectors agree that there is much to like about the school, and that parents are well informed about the progress their children make. It was also noted that the vast majority of parents are pleased about the continuing rise in the standards of behaviour.

KEY ISSUES FOR ACTION

The school should continue its important work of raising standards by:

XVII.continue providing a structured programme from the nursery onwards that gives emphasis to helping pupils develop their language and literacy skills, and their knowledge and understanding (*paragraphs: 12, 14, 15, 18, 19, 30, 47, 55, 58, 63, 72, 86, 100, 101, 104, 109, 110-115, 118*)

XVIII.implementing the information technology co-ordinator's plan for improving pupils' computer knowledge and skills, and develop the use of computers as a support for teaching and learning in other subjects (*paragraphs: 23, 24, 137-143*)

XIX.continuing to implement the school's policy and procedures for attendance (*paragraphs: 40, 74, 86*)

XX.reviewing the school's budget in light of the teaching provision for children in the nursery with a view to appointing a qualified nursery assistant (*paragraphs: 44, 72, 82, 88, 95, 97, 104, 107, 108*)

XXI.reviewing the school's budget and find more time available for the co-ordinator of special educational needs provision to fulfil all her responsibilities (*paragraphs: 81, 88, 95*)

As a minor issue, the school should also plan more curricular opportunities to foster pupils' spiritual development (*paragraph: 65*)

INTRODUCTION

· Characteristics of the school

1. Spitalgate Church of England Primary School is situated on the Earlesfield housing estate in Grantham. The school roll has fallen slightly, but is rising and is now 175. The average class size is 25, and there are eight teachers, of whom one is the headteacher and one works part-time. There has been an almost complete change of staff in recent years, and the present headteacher was appointed in September 1997.
2. Accommodation on the Earlesfield estate is mainly rented, and a high proportion of children lives in single parent families. The 1991 Census of Population states that 2.4 per cent of parents have higher education qualifications compared with the national average of 13.5 per cent. Many parents are unemployed, and the percentage of pupils eligible for free meals is over 50 per cent. This is well above the national average.
3. Ninety-one pupils are on the school's register of special educational needs representing 52 per cent of the children, and this too is well above the national average. Reasons for inclusion on the register in response to the Code of Practice include speech difficulties, slow language acquisition, and emotional and behavioural difficulties. Six children have statements of their special needs.
4. A significant number of pupils enter or leave the school during the academic year, and many of these children have special educational needs. Although teachers are successful in helping children make progress so that some manage with less support, the steady introduction of more pupils with special educational needs has a significant negative impact on figures of overall attainment.
5. The school has a nursery that provides education for young children from a wide area. Children are eligible to enter the nursery following their third birthday, where they attend part-time until the September before their fifth birthday, when they transfer to the reception class. As they enter the nursery, the majority of children have low early language and numeracy skills, and many have speech difficulties. At the time of the inspection, the gradual intake programme was still in place, and children were still being introduced to the routines of school life. Forty-one children are taught part time in the nursery, and 28 full-time in the reception class.
6. The overall aim of the school is to develop Christian values and principles through the relationships entered into with children, parents and the community; that each child is given the opportunity to develop his or her full potential in a caring environment where individual needs are of prime importance. The school's development plan includes priorities to improve attainment in basic skills and to meet curricular targets; to improve attainment in science and to see information technology used as a tool for teaching and learning; and to develop the code of behaviour.
7. Since the previous inspection there have been many staff changes. A new headteacher has been appointed, and is supported by a new deputy head. Replacement class teachers have been appointed, as has a new administrative assistant. Behaviour has improved, and emphasis is now being given to monitoring the progress of pupils using the results of tests and assessments. This information is being used to formulate more accurate curricular targets.

8. Key Indicators

Attainment at Key Stage 1

Number of registered pupils in final year of Key Stage 1
for latest reporting year:

Year	Boys	Girls	Total
1998	12	18	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	3	3	5
	Girls	9	11	9
	Total	12	14	14
Percentage at NC Level 2 or above	School	44	52	52
	National	80	81	84

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	3	5	1
	Girls	11	10	6
	Total	14	15	7
Percentage at NC Level 2 or above	School	52	56	26
	National	81	85	86

Attainment at Key Stage 2

Number of registered pupils in final year of Key Stage 2
for latest reporting year:

Year	Boys	Girls	Total
1998	7	12	19

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	2	5	4
	Girls	5	6	1
	Total	7	11	5
Percentage at NC Level 4 or above	School	37	58	26
	National	65	59	69

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	3	4	4
	Girls	4	4	4
	Total	7	8	8
Percentage at NC Level 4 or above	School	37	42	42
	National	65	65	72

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year

		%
Authorised Absence	School	9
	National comparative data	5.7
Unauthorised Absence	School	0.6
	National comparative data	0.5

Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	1
Permanent	0

Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	33
Satisfactory or better	100
Less than satisfactory	0

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

9. Realistic yearly attainment targets have been formulated by the governors and teachers in a determination to raise standards for all pupils, including those of higher ability and pupils with special educational needs. Under the leadership of the headteacher and the new deputy head, the teachers measure pupils' performance and analyse the results. Progress is being measured, and extra teaching is being provided where possible. This ensures that the school moves towards its aim of helping each pupil reach a full potential, as reflected in the improving standards achieved in national tests.
10. The percentage of pupils with special educational needs is about three times the average for all primary schools, and there is an uneven spread between the classes of pupils with learning or behavioural difficulties. Nevertheless, the school's procedures for testing and assessment effectively identify the potential attainment levels for each year group based upon a rigorous system.
11. Another important factor has significance when the school's performance is measured. There is a high turnover of pupils at Spitalgate School. During each year, pupils leave through parental choice or as the result of families moving home, and others pupils enter the school. In recent months there has been an increase in the school's roll, with more pupils entering than leaving, and many of the children entering the school have special educational needs. In one class, for example, fewer than a half of the pupils started their education at the school.
12. Education for children under the age of five years is provided in a nursery class and a reception class. Children enter the nursery as young as just three years, and the vast majority bring very low social skills, and a poor ability to communicate. Language skills are very low, as are early mathematical ideas. The nursery curriculum concentrates on helping the very young children settle to nursery life. Good progress is made with a small number of children who bring behavioural difficulties with them. Although not yet taking a full part in the activities, they no longer tear down displays or continually shout for the time they are at nursery. By the time they are in the reception class children play games with an adult as part of their learning, and take turns sharing fairly.
13. Overall, progress for the under fives is good. Children are working towards the desirable levels of attainment in language and literacy, although the majority does not achieve all they need to know and do by the age of five. In the nursery, children are encouraged to take part in activities, and are beginning to learn traditional nursery rhymes. By playing with containers in sand and water trays, children are beginning to understand such ideas as *full* and *empty*. Routines in the reception class help children become more confident when talking to a large group, although their range and use of vocabulary remains low. Children are learning to count forwards and backwards when they consider the date. The implementation of lessons based on the National Literacy and Numeracy strategies is having a positive effect on progress in the reception class.
14. Results of the 1998 end-of-Key Stage 1 National Curriculum tests and assessments showed the percentage of pupils reaching the acceptable Level 2 to be very low in reading when compared with all schools, and well below average in writing, mathematics and science. When compared with attainment in similar schools (that is, schools having between 35 and 50 per cent of pupils eligible for free meals), attainment was below average in each subject tested or assessed. Results of the 1999 tests and assessments show that about a half of pupils achieved the acceptable Level 2 in English, 70 per cent in mathematics, but less than a third in science.
15. In the 1998 end-of-Key Stage 2 National Curriculum tests and assessments, the percentage of pupils reaching the expected Level 4 was well below average in English and science when compared with all schools, and below average in mathematics. When compared with attainment at level 4 in similar schools, Spitalgate pupils were well below average in English and science, but above average in mathematics. No pupils reached the higher Level 5 in English or in science, and eleven per cent reached this higher level in mathematics. In most

of the test and assessment figures, boys scored slightly higher than girls.

16. In the 1999 end-of-Key Stage 2 National Curriculum tests and assessments, results in science and mathematics showed a dramatic improvement over 1998 figures. In 1998, 58 per cent of pupils reached Level 4 and above in mathematics, while this figure rose to 74 per cent in 1999. In science there was the most dramatic rise in the percentage of pupils reaching Levels 4 and 5, rising from 26 per cent in 1998 to 83 per cent in 1999. Even with this class of pupils of higher ability, the difficulties of overcoming early language deficiency was evident, and the 1998 figures rose only two per cent to 39 per cent reaching Level 4 and above.
17. When compared with all other schools, the 1999 figures show attainment at Spitalgate to remain very low in English, but to be in line with the national averages in mathematics and science. The percentage reaching the higher Level 5 in English was below average. The percentage of pupils reaching this higher level in science was average, and was above average in mathematics. In comparison with attainment in similar schools, English attainment was below average, while attainment in both mathematics and science was above average.
18. Findings of the inspection confirm that attainment in English is below average at both key stages. Attainment reflects the low starting point for many children, the high number of pupils with special educational needs in the school and the fact that many come to the school or leave during their primary education. Most seven-year-olds read with enthusiasm and understanding. However, few read independently with appropriate accuracy, fluency and expression. Pupils write simple sentences but the use of punctuation is inconsistent. By the time they are eleven, pupils enjoy reading a range of fiction and information. A significant number read slowly, stopping to work out unfamiliar words. The ability to reflect on and discuss texts is limited. Pupils learn to write for a wider audience but the vocabulary used is often quite limited. Standards of handwriting are variable. Pupils listen carefully to stories and instruction, but do not always show good recall from previous lessons.
19. In lessons, pupils make good progress in speaking and in reading, and satisfactory progress in writing. A well-structured literacy programme, together with valuable adult support, ensures that most pupils progress well. Pupils are given useful opportunities to develop their vocabulary and writing skills in other curriculum subjects.
20. In mathematics, attainment is in line with what is expected nationally at the end of each key stage. By the age of seven, pupils have a secure knowledge of addition and subtraction facts, and are beginning to understand place value. By the end of Key Stage 2, pupils use a widening range of mathematical language to solve number problems. They employ their knowledge and understanding of mathematics in other subjects, such as science and history. Good progress is made at Key Stage 1, and this is built upon and sustained at Key Stage 2.
21. In science, attainment is below average at the end of Key Stage 1, but by eleven years of age, attainment has improved and is at the expected level. By the age of seven years, pupils know the names of different parts of the body and understand that there are changes in our appearance as we become older. Eleven-year-olds make sound predictions based upon previous work, and understand the need to maintain all variables except the one being tested.
22. Progress is good for all pupils at both key stages, including those with special educational needs. Pupils at Year 1 know how to identify the differences between plants and animals. Year 2 pupils understand the life cycle of a cat, and know that food plays an important part in keeping us healthy. Pupils at Year 3 identify whether a test is fair or not, and by Year 6 pupils understand the need to maintain variables.
23. Attainment in information technology is below average at both key stages. Until recently the school had insufficient equipment to enable the skills to be adequately taught. Pupils now have experience in all the programmes of study, but have not yet had sufficient time to reach the required levels. Seven-year-olds use simple word-processing skills, make pictures and enter data into a pre-loaded program. By the time they are eleven, pupils use a range of word-processing skills and use the CD-ROM to retrieve information. Some are skilled in the use of the digital camera.

24. Progress is satisfactory. It has been accelerated with the introduction of the new computers, therefore some younger pupils are as skilled as pupils in older classes.
25. In religious education seven-year-olds have an understanding of the major Christian festivals and those of Buddhism. They know about the life of Jesus and appreciate the importance of sharing and kindness. By the time they are eleven years, pupils are aware of the diversity of beliefs and how they affect the way people live.
26. Overall pupils make satisfactory progress. In social and moral aspects of religious education, they make good progress through concepts such as suffering, fairness and charity.
27. Progress is satisfactory in art at both key stages. At Key Stage 1, pupils produce pleasing paintings of flowers and attractive collages illustrating seaside holidays in the past. Skills and knowledge in the subject are further developed at Key Stage 2 where pupils carefully observe pictures of fruits, and produce imaginative pieces in the styles of other artists such as Picasso and Lowry.
28. During the period of the inspection it was not possible to see sufficient lessons to make sound judgements about progress in design and technology, geography and history, music and physical education. However, other evidence shows that in design and technology pupils at Key Stage 1 design and make well-finished glove puppets, and produce well-crafted folding story cards. At Key Stage 2 pupils join with the local community to design an adventure playground, and make carefully decorated biscuits.
29. Pupils are introduced to history and geography through stories, pictures and artefacts. They learn about change by studying the way seaside holidays have changed since Victorian times. At Key Stage 2, pupils begin to compare and contrast different civilisations such as the Romans and the Greeks. Individual pupils are confident in physical education lessons in giving demonstrations of their work so that others might improve their own performances. In music, pupils at Key Stage 1 sing a range of songs from memory. They keep accurate timing and rhythm using non-tuned percussion instruments. At Key Stage 2 pupils sing tunefully with expression, and recognise changes in pitch and dynamics.
30. Overall, pupils with special educational needs make good progress because of the provision made for them. Most of the pupils have difficulties associated with acquiring language, and many receive excellent additional literacy support as part of the school's implementation of the National Literacy Strategy. The teaching programme and the support they receive from the teachers and learning support assistants help pupils make good progress towards the targets in their individual education plans. Teaching is supported by the co-ordinator for special educational needs (SENCo), and by advisory teachers from the local education authority. Pupils learn the sounds and shapes of letters, and how to blend letters to make new sounds. Spelling patterns are learned and there is good emphasis given to helping all pupils make progress in their reading. The progress achieved by some pupils means that they are able to manage with less support.
31. Specialist support has been provided in the school for children with speech problems. The therapist has worked with parents, pupils and teachers, and very good progress has been achieved. The speech of many of the pupils involved in the support programme has improved in clarity and form.
32. Progress is less secure for pupils on the school's register for special educational needs because of their emotional and behavioural difficulties. Some find difficulty in sitting and listening to a teacher, or in working sensibly with other pupils. In many cases, the behaviour of the pupils is affected by incidents away from the school. School policies over behaviour management and support from an advisory teacher from the local education authority are proving to be effective. Slow progress is being made in the modification of behaviour of some pupils. Fewer incidences now occur of poor behaviour interrupting the work of other pupils.
33. Good emphasis is given to the teaching and learning of literacy and numeracy, and the time given to these lessons is effective in helping pupils develop basic skills. Progress in numeracy is much more rapid than in literacy, although skills in each aspect of learning are used to support learning in other subjects. For example writing is used in subjects such as science and religious education, and number skills are used in science, geography and history. Daily reading sessions are held, and pupils are encouraged to read for information in many subjects.

Attitudes, behaviour and personal development

34. Much time and effort is spent to help children under the age of five to settle to school life, and to learn how to concentrate and pay attention. Some of the very young children find it difficult to sustain their concentration unless there is an adult to support them as they play. They have to be given ideas about how to play in some situations, and have to be encouraged to join together in activities. This basic work continues in the reception class, where children are more able to stay at their work, but the length of time they do this is shorter than would be expected for their age. Behaviour is generally good, but the very young children are still learning how to take turns and share fairly.
35. In the key stages, pupils' response and attitudes in lessons are good. Most show interest in their work and answer questions with enthusiasm; they concentrate on what they are doing and persevere; they particularly enjoy practical activities. Older pupils respond very well to the opportunities for working with minimal supervision in the library or shared areas outside classrooms. Pupils take good care of the school's resources and the fabric of the buildings. Pupils with learning difficulties show good attitudes to their work, especially when in the withdrawn groups. In these smaller groups relationships are more secure; the learning support assistants make group work fun, and the children respond with increased effort.
36. The behaviour of the majority of pupils is also good. There is a number who have behavioural difficulties but they are managed very well by the staff, who show great understanding and skill. The school's policy for behaviour is consistently applied, and in consequence, progress is not seriously impeded and the school is a friendly community. The rate of exclusions is falling.
37. Relationships between staff and pupils are excellent. Although there are some pupils with difficulties to overcome, mutual trust is displayed. Staff are very firm but supportive. They are positive and helpful when dealing with incidents and all pupils are valued regardless of their problems. Relationships between pupils are very good; there is little evidence of serious disharmony or intimidating behaviour. The majority of pupils work well together in small groups and co-operate on shared tasks.
38. The social development of pupils is very good. On entry to the nursery and reception class many show minimal social and behavioural skills, but by the time they leave the school the majority are confident learners and well prepared to move on to the next stage of their education. They are increasingly aware of the feelings and difficulties which children elsewhere may face, as shown by the charitable and fund-raising work they undertake. They enjoy the "swimmathon", Red Nose Day and other fund-raising activities and are currently working to provide Christmas presents for Kosovo.
39. All pupils have opportunities to help with duties in the classroom and at times during the school day. This they do willingly and with obvious enjoyment. They play a full part in the organisation and smooth running of the school. Older pupils are proud when they have earned the right to wear a yellow sweatshirt. This indicates that they are an exemplar of behaviour and a helper of younger pupils around the school.

Attendance

40. Attendance is well below national averages, but is gradually improving. The school has useful strategies in place to encourage better attendance and is working hard to achieve its targets. The number of unauthorised absences is broadly in line with national averages. Parents are becoming more aware of the attendance procedures and know to inform the school about absences.
41. Registers are carefully completed and there are effective procedures for following up unauthorised absences. The school has regular contact with the education welfare officer and relevant social services staff.
42. Lessons generally start promptly.

QUALITY OF EDUCATION PROVIDED

Teaching

43. The quality of teaching is a strength of the school. During the inspection no unsatisfactory teaching was seen and in 80 per cent of lessons the quality of teaching was good or better, with 33 per cent of teaching being very good. For the under fives, a half of teaching is satisfactory, 30 per cent is good and 20 per cent is very good. In Key Stage 1, the quality of teaching is satisfactory in 23 per cent of lessons, in 62 per cent it is good and in 15 per cent of lessons it is very good. In Key Stage 2, the quality of teaching is satisfactory in seven per cent of lessons, in 48 per cent it is good and in 45 per cent of lessons it is very good.
44. In the nursery there is one teacher for the 41 children who attend part time, with support from two part-time assistants. The teacher plans, organises, sets out and clears away equipment for each session, and manages the work of the assistants. She is also the teacher with whom parents make their first regular contact with school; this important work can consume valuable time at the start and end of each session when children could make more progress in their personal and social development. The children are very young and are helped to settle to routines, but they need more interactions with adults to gain best benefit from their time in the nursery. The impact of teaching during the inspection was low, since the very young children initially make very little progress towards the desirable learning targets. Although the present assistants make a valuable contribution, more would be achieved with the support of a trained full-time nursery assistant working in full partnership with the teacher. By the time they enter the reception class, most children sit for a short time so that direct teaching can be undertaken. Follow-on activities are carefully matched to the abilities of the children, and generally suitable amounts of adult support are available. Appropriate amounts of time are given to the activities provided by the teacher before the children select their own activities to help them learn more.
45. The school has successfully addressed a weakness identified in the previous inspection where it was judged that teachers' understanding of the National Curriculum was incomplete in science, design and technology, information technology and art. Generally, teachers have good knowledge in the subjects they teach. They use this to prepare interesting well-planned and relevant work so pupils are usually eager to learn. This depth of knowledge enables teachers to explain difficult concepts clearly so that pupils' understanding is deepened. For example, pupils in Year 3 increased their understanding of place value of hundreds, tens and units as a result of the teacher's clear demonstrations. In Year 1, the teacher's knowledge of the ways in which authors develop stories, and her use of an appropriate vocabulary, increased pupils' understanding of text and extended their own vocabularies. Teachers also show their knowledge in the subjects by the good quality of their introduction to lessons, including thorough revision of previous work, so that pupils know what is expected of them and their work builds on what has gone previously. They have a very good knowledge of the teaching of literacy and numeracy and have implemented the National Strategies very well. Teachers use questions very effectively to probe pupils' understanding and to make them think hard. For example, Year 6 pupils were prompted to consider their conclusions in interpreting conversion graphs and in Year 2 pupils thought hard about their picture compositions when the teacher questioned their intentions.
46. In most instances, teachers have high expectations of their pupils. This contrasts with the findings of the previous inspection, when expectations of attainment were judged to be low. Teachers expect pupils to be well behaved, work hard and make good progress. They usually prepare work that challenges pupils of all abilities to deepen their understanding and extend their skills. In the very good lessons, where the teaching is rigorous, expectations of behaviour and work are particularly high. For example, Year 5 pupils are expected to work well when not under the immediate supervision of the teacher. They observe very closely and use a range of media with care and precision when producing paintings after the style of Lowry. In science, Year 6 pupils produce very careful and accurate measurements in their investigations into solubility, and pupils of higher ability use newspaper extracts to calculate foreign currency exchange rates. However, in Key Stage 1 teachers are occasionally less demanding of pupils; for example, in science, pupils are asked to perform colouring-in activities which do not develop their scientific understanding or in physical education when teachers do not intervene to explain to pupils how their games skills may be improved.

47. Curricular planning for the under fives gives due attention to the desirable learning outcomes, but has insufficient reference to elements in each of the six areas of learning to make progress easily measurable. In Key Stage 1 teachers' planning of lessons is generally good. It indicates the lesson objectives and the activities to be followed to achieve these. For example, in Year 2 the teacher prepares interesting texts for the pupils to read together and the teacher knows clearly what the lesson objectives are. This enables her to explain the lesson carefully to pupils so that they know what is expected and concentrate on their tasks. Sometimes in Key Stage 1, teachers do not plan lessons clearly enough, so that all the objectives for the lesson are not taught. For example, in science, pupils occasionally use undemanding work sheets which do not challenge them to deepen their understanding. In Key Stage 2 teachers' planning is usually very good. Where planning is very good objectives are very clearly identified and show clearly what it is intended that pupils will achieve. Teachers plan very carefully for the range of ability in their classes so that most pupils, including higher attaining pupils and those with special educational needs, receive work that is challenging. For example, planning in religious education lessons in Year 4 identifies which pupils need extra support and in Year 6, pupils of higher ability have opportunities to make predictions on classroom temperatures from graphs using data they have collected.
48. Planning for lessons gives attention to the individual education plans written for pupils with special educational needs. The targets in some of the individual education plans are too broad for progress to be easily measured. In both key stages teachers incorporate in their planning National Curriculum Programmes of Study and the requirements of the locally agreed syllabus for religious education. Planning is particularly clear in literacy and numeracy where the structure of the National Strategies is effectively followed. Teachers ensure that planning links closely with previous lessons so that work builds carefully on what has gone before. They plan effective links between subjects. In Year 6 pupils make financial plans and costings in their design of an adventure playground and Year 2 pupils illustrate their writing and use the correct language when discussing three-dimensional shapes.
49. Teaching is well organised. Where teaching is satisfactory teachers prepare lessons efficiently so that the necessary resources are to hand and lessons run smoothly. This ensures that time is not wasted and pupils work hard. They provide pupils with purposeful, interesting activities and ensure that pupils with special educational needs are supported through the provision of appropriately challenging work and by the effective deployment of classroom support assistants. Classroom support assistants make an important contribution to progress in assisting individual pupils and in providing focused support during lessons. In the good lessons, teachers clearly explain activities such as setting up fair tests in science, and in English they read stories expressively to capture pupils' imagination. They carefully monitor the work of the rest of the class when working with particular groups or individuals so that most pupils remain on task and sustain their concentration. Where teaching is very good, teachers maintain a very good balance between whole-class and group and individual work. They interact very well with groups and individuals, offering advice and guiding them in the next steps to be taken and ensure that all pupils, including those with special educational needs, are encouraged to contribute to discussions. They revise previous work at the beginning of lessons and use plenary sessions very well at the end to review and reinforce learning. In Key Stage 1, teachers occasionally do not ensure that all pupils have the opportunity to participate in discussions. When groups are too large, (for example, in some information technology lessons), some pupils are unable to easily see the computer screen and keyboard, and to contribute effectively to the lesson.
50. Throughout the school excellent relationships exist between teachers and pupils. Teachers manage pupils very well and mutual respect is an important feature in all classes. Lessons are conducted at an appropriately brisk pace and resources are accessible and used effectively. Most pupils sustain their concentration and behave well as a result of the good teaching. However, there is a small number of pupils in most classes with specific difficulties in behaviour. Teachers make very good use of the school's clear policy for behaviour to ensure that these pupils receive the support they need and, usually, that the work of other pupils is not disrupted.
51. All staff are fully aware of the very high percentage of pupils with special educational needs. The school's emphasis on teaching all pupils as individuals means that planning and provision successfully promote their learning. Teachers have a common understanding of the policy for special educational needs, and it is consistently applied. Learning support assistants are deployed very effectively to enable pupils to make very good progress, by supporting pupils in class, and by planning for and teaching small groups.

52. Teachers work very successfully to promote a calm and orderly working atmosphere. They use praise very well to encourage pupils to work hard. They set clear targets to be achieved during lessons and use day-to-day assessment well in order to advise pupils on the next steps to be taken so that progress is maintained. The school has clear strategies for marking pupils' work, and teachers' comments are usually helpful in indicating how improvements may be made. The school's use of homework has improved since the last inspection. Homework is regularly set and this extends and supplements the work done in class.

The curriculum and assessment

53. All pupils have equal access to the school's curriculum, which is generally broad and balanced, reflects the aims of the school and prepares pupils for the next stage of education. The school has overcome the weaknesses noted in the previous inspection report.
54. The curriculum for the under fives is based on the national learning targets for five year olds. Activities are carefully planned and generally appropriate. Pupils develop positive attitudes to learning. Appropriate attention is paid to personal and social development, language and literacy, and numeracy. Pupils are being prepared for work in the National Curriculum.
55. At Key Stages 1 and 2, all appropriate National Curriculum subjects and religious education are included. However, the school recognises the need to give priority to English and mathematics and this is reflected in the amount of time allocated to these subjects. Religious education is taught in accordance with the locally agreed syllabus. The curriculum is given further breadth by a structured programme of personal, social and health education. This programme includes sex education and drugs awareness, and these subjects are covered in depth in Year 6. Key Stage 2 pupils benefit from a range of extra-curricular activities including football, rounders, gymnastics, netball, cross-country, art and recorders. The range of visits to places of interest and visitors, who come to the school and share their expertise with pupils, enhance the curriculum still further. An optional stimulating and valuable residential visit to Whitby is arranged for pupils in Key Stage 2.
56. In addition to the programme of interesting visits and work, staff recognise the benefit of creating a family atmosphere. Each year an enrichment programme is organised for the oldest, more able pupils, funded by the Single Regeneration Scheme. Pupils have the opportunity to work with children from other schools. Priority is given to developing communication skills and this has a positive impact on achievement for these pupils.
57. Curricular planning is good. The school development plan clearly identifies curricular priorities, and ensures a systematic review of all subjects. Most work is planned on a two-year cycle, although history, geography and design technology are on a four-year cycle at Key Stage 2. Useful policies and schemes of work support each subject, and nationally prescribed schemes are being introduced. The guidance for religious education is to be revised in the near future. Long, medium and short-term plans are consistent throughout the school and the quality of the planning ensures good continuity and progression. Work in some subjects is organised through whole-school topics; for example, there are projects on Victorians and Hinduism, and planning clearly shows how knowledge and skills are developed.
58. The school is developing effective procedures for monitoring and evaluating subjects. A policy for evaluating and monitoring the curriculum has been agreed by the staff and includes a useful guide to the strategies to be used. Co-ordinators have begun to monitor work in the classroom in English and mathematics. Local education authority personnel have also made detailed assessments of these subjects, in order that the school should gain its quality mark from the Basic Skills Agency. The school is rightly proud of this award.
59. Provision for the large number of pupils with special educational needs is very good. No part of the curriculum is disappplied from any pupil. Pupils have individual education plans that contain targets for their learning. The school is aware that these targets need to be more specific. Work planned for pupils withdrawn for special programmes is carefully matched to that being done by pupils in class.
60. The governors are very supportive and fulfil their statutory duty to oversee the curriculum. Some members

are actively involved in monitoring the work of the school.

61. The school has a policy for homework and all pupils are set homework on a regular basis. Although most parents are supportive, staff have some concerns about the minority of pupils who do not benefit from the work given. Liaison is good with the various secondary schools in the area, ensuring a smooth transition for pupils to the next phase of their education.
62. The school has made a very positive start to improving procedures for assessing standards and progress. There is a strong commitment to raising standards and much useful work has been done by the new co-ordinator for assessment. Arrangements for assessment, record-keeping and reporting to parents are clearly set out in the policy. The school's own baseline assessment is carried out in the nursery. A different system is used in the reception class, providing statistical evidence of the good progress being made.
63. Overall, assessment of the core subjects is good. The school makes use of standardised tests in reading, spelling and mathematics. Good use is made of the optional National Curriculum tests in Years 3, 4 and 5. Staff are beginning to analyse pupils' test results in order to identify pupils needing more teaching support. Records have been produced for English, mathematics, science and information and control technology, and there are plans to create portfolios of moderated work to help in making judgements about attainment. The regular marking of work provides useful feedback to pupils. Teachers closely monitor progress during lessons and make written assessments to aid future planning. The quality of these assessments is variable. Arrangements for reporting to parents are good, and are appreciated by the parents, as illustrated by the returned questionnaires and the comments at their meeting.

Pupils' spiritual, moral, social and cultural development

64. Provision for spiritual and cultural development is satisfactory. Provision for moral and social development is very good.
65. In promoting the spiritual development of its pupils, the school recognises the importance of providing opportunities for them to reflect on and to consider their own beliefs and values. The school provides a well-planned programme of collective acts of worship and assemblies. Pupils know that worship is a special time and have opportunities to pray and sing hymns. For example, they are asked to pray for their friends and families, and to remember people, such as those in Kosovo, who are less fortunate than themselves. Religious education lessons, personal and social education and circle-times are used effectively for pupils to consider their feelings and those of others. Pupils' sense of awe and wonder is developed through art and science, and on visits to places such as York Minster. An excellent example was observed in a lesson on religious education when the teacher revealed a beautiful model Hindu shrine. However, in other subjects teachers do not often seek out opportunities to promote spirituality. The school is waiting for a new religious education syllabus and this subject is to be a focus in the school development plan next year.
66. The school has a very clear set of Christian moral values that permeate the life of the school. This has a very positive effect on pupils, and helps them understand the need for fairness, honesty and respect both in the classroom and around the school. They demonstrate this successfully through their good behaviour. The school's code of behaviour is used very effectively by staff to help pupils understand the difference between right and wrong and to provide them with opportunities to take responsibility for their own conduct. Staff show that each child is valued by the consistently excellent relationships which are established throughout the school, and by the way they react skilfully and sensitively when pupils have difficulties. Moral issues, such as bullying, are often discussed in assemblies and pupils share in establishing classroom rules.
67. The school fosters pupils' social development very well. Pupils are given opportunities to help with the smooth running of their classes and older pupils have responsibilities for assisting with the organisation of assemblies. Older pupils help younger ones at breaks and lunchtimes and encourage them with their reading. Pupils have responsibilities for the copying and distribution of letters to parents. In assisting the local council in the design of an adventure playground and in the planting of flowers in the school grounds they show an awareness of the need to care for their environment. In its scheme for identifying Year 6 pupils who show

initiative and responsibility; the school is providing opportunities for pupils' personal development and establishing effective role models for others.

68. Pupils have good relationships with the governors, who are known to the children through the support they provide. There are very good relationships between the children and the chairman of governors, who is a local police officer and who has been involved in the life of the school for many years. He visits classes regularly, takes assemblies and contributes to lessons on citizenship. Relationships in school are very good and pupils work and play very well together. Pupils are encouraged to respect one another and are trusted to work independently. They respond very well. Residential and other visits make important contributions to pupils' social development. Pupils co-operate well in the use of equipment in lessons such as art, and in science they collaborate effectively in experiments when testing materials. Pupils show care and concern for people in the wider community, raising funds for such charities as a local hospice and The Children's Society. Gifts are sent to the children of Kosovo.
69. The school provides a satisfactory range of opportunities for pupils' cultural development. Pupils celebrate their own cultural heritage through such activities as country dancing, visits to churches, museums and art galleries. They take part in celebrations such as harvest festival, Christmas services and festivities, and work with visiting authors. The school is addressing a weakness from the previous inspection, which indicated that the use of art and music to raise awareness of other cultures is underdeveloped. There is a range of pictures on display by established artists such as Lowry, Monet and Van Gogh and pupils draw pictures illustrating Hindu traditions and Greek mythology. Pupils hear music from a wide range of countries, such as China, Australia and Africa, and pupils have opportunities to participate in Asian dance. In religious education lessons pupils have opportunities for studying the traditions of Christianity and of other faiths, such as Hinduism and Judaism, and teachers and pupils produce attractive displays of artefacts, books and pictures to illustrate these.

Support, guidance and pupils' welfare

70. The school's overall provision for pupils' welfare and guidance is very good, and is evident in the excellent relationships adults have with children.
71. Pupil's records are very thorough and show considerable evidence of academic progress made, particularly in core subjects, as well as behaviour and social skills. Each pupil's family and personal circumstances are well documented and this helps staff understand each pupil, treat them as individuals and give the maximum support. Parents are involved promptly whenever there are problems and the school has good working relationships with other professionals to offer specialist support.
72. Learning support assistants are experienced, and some are trained to provide appropriate support in class and in withdrawn groups for pupils with special educational needs. This helps the pupils make good progress, and some to make such good progress that they are able to manage with less support. The present staffing arrangement in the nursery of a teacher and two part-time assistants does not provide full and comprehensive support and guidance for the very young children, some of whom have only just turned three.
73. Pupils with emotional and behavioural difficulties are provided with very good levels of pastoral support through the policy for behaviour. Procedures are very good and help to promote the improving standards in behaviour reported to inspectors by parents, governors, staff, and local education authority personnel. The rules and expectations are very clear. All pupils know what is expected of them and all staff show both skill and concern when dealing with incidents.
74. Attendance continues to be below the national average but the school works very hard alongside the educational welfare officers and social workers to seek improvements. Records show very clearly where the problems are and the procedures for the follow-up of absence or lateness are very effective. The school has recently introduced rewards for good attendance and the majority of parents play their part in advising the school when their children are unable to attend.

75. Arrangements for the general well being of pupils are also very good. The headteacher is the designated child protection co-ordinator responsible for procedures within the school and these are based on agreed local guidelines. Members of staff are fully aware of what steps are to be taken should they have concerns about any pupil and they are diligent in this respect. The school has arranged for members of the local education authority support services to work in the school for some time, and this has improved access for those pupils and their parents. There are good relationships with other support services. The curriculum for personal and social education helps pupils to understand their bodies and emotions as they grow up, to lead healthy lifestyles and to stay safe in the wider community. Procedures are in place to ensure that all the matters of medicines and first aid, midday supervision, fire precautions and safety are dealt with to high standards. In the questionnaire and at their pre-inspection meeting, parents confirmed that their children enjoyed their time in school.

Partnership with parents and the community

76. The school works hard to encourage parents to become fully involved in their children's education. A few make a regular commitment in the classroom where they help pupils with reading and other lessons. All parents are encouraged to read with their children at home and support the school's policy for homework and most respond well. School events are well attended by parents and there is a contribution to school funds as a result. The returned questionnaires show that they feel encouraged to play an active part in school life. Parents make a satisfactory contribution to the standards that their children achieve.
77. The school provides a good range of information to parents. There are visits made by parents and children before children enter the nursery or reception class. The parents' brochure and the annual report of the governors are thorough. Regular newsletters inform parents about school life and events and teachers are very accessible at the start and end of each session, should parents wish to speak to them. Regular parent-teacher consultations are held, when teachers explain the children's progress. Annual reports are clear and explain where improvements can be made. Parents of children with special educational needs are fully informed about progress and are invited to contribute to periodic reviews. Teachers from the local education authority support services attend parents' evenings to discuss with parents the progress being made by their children, and to explain about future programmes of work. The returned questionnaires indicate that parents feel properly informed about school life.
78. The school is an important part of the local community. Its links with the community provide a valuable added dimension to pupils' education. The school is used by the Family Literacy Project and staff have other working links with the community centre. Many local companies and organisations support the work of the school through donations and by the provision of places for teacher exchanges. Personnel from local companies support pupils' learning by listening to them read. All of these extend the curriculum outside of the school premises. There are many visitors to the school, including local church representatives, police and emergency services. The school's work in the community enhances its status and helps pupils appreciate a wider horizon.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

79. The school has very good leadership and management. Since her appointment in 1997, the headteacher has provided strong leadership to a school that has had a series of changes in its leadership over recent years. The headteacher has very effectively led changes in the school's approach to behaviour management, its partnership with parents, and has raised awareness of the need to improve standards for all. In this work she is supported by the new deputy head, who has been at the school for just a year, and who is already leading the school's analysis of attainment and progress as part of its work in raising standards. Further support is provided by the school's senior management team, which is beginning the important task of monitoring the work of the school, including classroom observations.
80. Along with this effective management team, subject co-ordinators are increasingly monitoring the work in subjects for which they hold responsibility. After leading its introduction, the literacy co-ordinator has very sensibly helped monitor teaching and learning in lessons based upon the National Literacy Strategy. It is planned for the mathematics co-ordinator to carry out similar observations of numeracy lessons. Co-ordinators monitor planning so that proper coverage is achieved, and to ensure that all pupils have equality of access to the full curriculum. This is an improvement since the previous inspection, when the monitoring role of subject co-ordinators was seen as a weakness.
81. The co-ordinator for special educational needs is new to the post, having taken over responsibility from a senior member of staff. She has evaluated provision and drawn up a plan for future developments. The co-ordinator is provided with a minimum of half a day each half term away from teaching commitments to complete the full range of her responsibilities. Whenever possible, the headteacher provides more time, but this needs to be on a more regular basis, particularly considering that over half of the pupils are on the register of special educational needs.
82. The co-ordinator for the Early Years is successful in leading provision in the nursery and reception class. Progress towards the national targets for children's learning at age five is more rapid in the reception class. Children are entering the nursery at an earlier age, some entering immediately following their third birthday. Many of the very young children have very low social, speech, early language and numeracy skills, and need much specialist support. The present arrangement of a nursery class teacher and two part-time assistants is not fully meeting the needs of the children.
83. Other appropriate parties monitor and evaluate curriculum and teaching developments. The school has very good working relationships with personnel from the local education authority who monitor the work of the school and share their findings with the headteacher and teachers. Members of the governing body are being "paired" with co-ordinators, and hold meetings for an exchange of information. Some governors attend lessons to gain a fuller insight into their areas of responsibility. Of particular note is the contribution made by the chairman of governors, who leads lessons and assemblies on citizenship. He is a regular visitor, and is known and respected by all for his contribution to the life of the school. He has formed a very positive relationship with the headteacher, and fully supports her and the senior management team in the drive to raise standards. The governors fulfil all statutory requirements.
84. As a voluntary controlled school, there is an over-arching aim to help all pupils develop their abilities to the full within a Christian setting. Written policies guide the practice of the school, and are consistently applied. At their meeting, parents wanted inspectors to know how each child is treated as an individual, being shown the utmost care and consideration. The inspectors agree that this approach is reflected in all the work of a school that is making sure progress towards its aims.
85. The school's priorities and targets are identified in its development plan. The priorities and targets are suitable and give the school a firm steer towards its aims. National priorities, including the strategies for literacy and numeracy, have caused some of the school's issues to be "put on the back burner", but the long-term development plan keeps them in mind. As the issues come to the fore, very detailed action plans are created so that targets, methods implications and success criteria may be identified. The headteacher, senior

management team, the staff and the governors monitor progress in the plans, which thereby create a shared vision for the school. Evaluations are carried out as the plan progresses, and modifications are made if necessary; the plan becomes a full working document.

86. There is a positive ethos in the school, and a strong drive to raise standards for all. The headteacher leads the school's procedures for raising attendance, and has been instrumental in introducing positive procedures for managing behaviour. At their meeting, parents stated that the behaviour of most pupils is now much better, and that children and parents understood and abide by the procedures. The personal development of its pupils is a strong element in the school, and the awarding of yellow jumpers for older "friends" is a positive feature. Many pupils are able to work out of the classrooms without the need for direct adult supervision. In attainment, the gap between the school's performance and the national picture has steadily closed over the past three years, and the 1999 figures for attainment are very encouraging in mathematics and science.
87. The school meets all statutory requirements.

Staffing, accommodation and learning resources

88. The school is well established with a good number of suitably qualified and experienced teaching staff to meet the needs of the National Curriculum and religious education. There are co-ordinators for all subjects and various aspects of school organisation, appointed with due regard to skills and experience. However, the special educational needs co-ordinator has insufficient time away from teaching duties to carry out the full range of her responsibilities. In order to increase the value to the children of their time in the nursery, the nursery teacher requires additional support from a nursery nurse. The number of learning support assistants is satisfactory and they are suitably experienced. They work closely with class teachers and have a positive effect on overall attainment, including the progress made by pupils with special needs.
89. There are very good arrangements for the further professional development and training for all staff, including learning support assistants, based on the school development plan as well as their individual needs and preferences. The weaknesses in teachers' subject knowledge, referred to in the previous report, have been eliminated. The staff appraisal programme continues to be used to identify opportunities for training.
90. The school stands on an open site, with extensive grassed and hard areas. The buildings are well managed and in a good condition. The rooms for administrative and domestic purposes are satisfactory. Classrooms are suitably equipped, of reasonable size and with direct access to the playgrounds. There is considerable space for work outside classrooms and the school has a light and open feel. The nursery has a safe outdoor play area, but no fixed climbing and balancing equipment. There are additional rooms for a library and for the use of parents. Taken overall, the school has very good accommodation. Rooms and public areas are clean and form a very pleasant working environment.
91. The school is satisfactorily provided with resources for all subjects of the National Curriculum and religious education. Previous deficiencies have been rectified.

The efficiency of the school

92. The school has thorough and well-organised procedures for financial management. The governing body and the finance committee, are fully involved in working with the senior management team to establish a budget and school management plan. They ensure that funds are allocated to meet the general aims and educational priorities of the school. All objectives are costed, prioritised and have criteria for success. Thereafter, the finance committee meets regularly to monitor expenditure and progress. There is appropriate awareness of the need to consider value for money and to evaluate the school's overall performance.
93. The minor recommendations of the last local authority audit have been fully carried out. The school administration is of a good standard and makes a significant contribution to the efficient day-to-day running of the school, freeing teachers to carry out their prime work of helping pupils make progress and to achieve well.

94. The budget for supporting pupils with special educational needs is well managed and generally provides very good provision so that pupils make good progress.
95. Teachers are deployed and used efficiently, although the special educational needs co-ordinator needs more time to carry out her duties. The nursery teacher needs to have additional trained support for her main work, so that her other duties can be more effectively carried out. Learning support assistants are well deployed and work closely with teachers to make a significant contribution to the standards achieved. Accommodation and grounds are used very well. Resources are generally managed well, suitably located and used to good effect.
96. Considering pupils' attainment on entry, the quality of education provided and the standards achieved in relation to costs, the school provides good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

97. The previous inspection reported on provision in the nursery, which was in its second year of operation. Children are now entering the school at an earlier age, and at the time of this inspection many were still being introduced to the routines of school life. Forty-one children from a wide area of town attend part-time, either morning or afternoon. Some children are referred to the nursery by outside agencies, although no extra trained adult are provided to support these children. This section also reports on provision in the reception class, as the majority of children had not attained their fifth birthday at the time of the inspection. Twenty-eight children attend the class full time.
98. Children enter the nursery as young as just three years, and the vast majority bring very low social skills, and poor ability to communicate. Language skills are very low, as are early mathematical ideas. Quite rightly at this early stage in the year, the nursery curriculum concentrates on helping the very young children settle to nursery life. Good progress is made with a small number of children who bring behavioural difficulties with them. Although not yet taking a full part in the activities, they no longer tear down displays or continually shout for the time they are at nursery. All children are now confident when entering the nursery, and readily go to the activities organised for them by the class teacher.
99. Attainment in other aspects of personal and social development in the nursery is low for many children, reflecting their immaturity and the experiences they have had. The children rely on adults to suggest what they might do in their play, and they are reluctant to explore new situations without this support. Children usually play by themselves, and learning to play with others and to share equipment is a slow process. In many instances, children tug and pull what they want from another. At the end of some activities, toys and equipment are left where they fall, rather than being returned to their correct place. However, games played at an “orange party” were generally successful in helping children take turns. By the time they enter the reception class, children collaborate with others, playing games as they learn in lessons modelled on the literacy and numeracy hour. They are becoming more confident in speaking in a large group at registration time, although there are still many reluctant talkers. The children show care and concern for their immediate environment by tidying away resources when used. By this time, most children attend to their personal needs without adult help.
100. In language and literacy, nursery children show very low levels of attainment. Many find difficulty in listening attentively and responding appropriately to the teacher’s directions. Many point to what they require. Other children have pronounced speech problems, and it is often difficult to understand what they want to say. More opportunities for development of the spoken word are needed in the routines of the nursery. Children are encouraged to take part in role-play, but much of the play is solitary, and without adult support there is little language development. Children are introduced to traditional nursery rhymes, and are learning to recite them but require much repetition. By the time they transfer to the reception class, children talk briefly about what they remember, again needing much adult encouragement. They talk more readily to adults and to their friends, using a limited range of vocabulary.
101. In the nursery, children are introduced to books, and spend a little time each day turning pages and looking at the pictures. They are encouraged to treat the books with care. More chances could be provided for children to see single letters, words or short phrases around the nursery. By the time they are in the reception class, many children recognise a small number of letters by shape and sound, and this attainment increases in the lessons. Children of higher ability learn how to blend letters at the beginnings of words to make new sounds. They are becoming familiar with the names of days of the week. The children in the nursery are not ready for tracing over letters and numbers, and need to experience more activities to develop co-ordination, such as regular access to paint and paper. In the reception class children are beginning to copy under words written by the teacher, and some are beginning to use their own early writings. Children of higher ability are beginning to write early stories in recognisable words and sentences.
102. In mathematics, nursery children are learning about *full* and *empty*, and are developing a very early understanding of number and volume as they fill, empty and refill containers in the water trough. Some

children learn to match simple two-dimensional shapes to similar outlines. Appropriate jigsaw puzzles are completed. In whole-class time children are being introduced to songs and rhymes that include counting. In lessons based on the numeracy hour, reception class children count to ten and beyond, and play games where they count down. They are encouraged to add by counting on, and to say what is left when a number is taken away. The children sort by shape and size, and most are able to place items in a correct order. Children of higher ability recognise numbers on a number line stretching to 50, and make up their own addition sums using dice.

103. It was possible to see only very little of the other areas of learning because of the importance quite rightly placed upon personal and social development, language and literacy, and mathematics. In the nursery, many activities were planned to help children recognise the colour orange.
104. Attainment in children's knowledge and understanding of the world is limited by the restricted vocabulary of many children. In the nursery, the children's reliance on adults meant that there were few chances to observe curiosity, a questioning of how and why things work, and an awareness of the purpose of some features in the local area. Children were involved in cooking biscuits and in watching coloured icing being used as decoration. An "orange" celebration party was held where the biscuits were eaten and traditional ring games were played. Good cutting skills were evident as the children cut round the printed shape of oranges with scissors. In the reception class, children are becoming more confident as they talk a little about their families and about what they remember. They select materials and equipment for their own purpose at specific times during the day, and are becoming more aware of patterns and change in the environment – for example, as they record the weather. In the science element, children learn about what will roll and what will not. Work on the computer is at a suitable level for five-year-olds.
105. A small number of nursery children, mainly boys, have poor awareness of space and the impact of their own movements on furniture, equipment and others. Other children are growing in confidence as they move around the nursery. At the "orange" party, children's physical development was encouraged as they played ring games and danced to recorded music. Indoor climbing apparatus enables children to experience climbing and balancing, but there was no increase in the level of skill because of insufficient challenge from adults. Outdoor physical activity reflects the school's playtime rather than being part of the regular learning programme, and insufficient opportunities are given for children to develop gross movements, and to steer wheeled vehicles. By the time they transfer to the reception class, children have generally appropriate control of pencils and other small tools. They have developed their co-ordination so that they are able to build models with construction equipment. In lessons on physical activity, the children are developing increasing control and skill in moving, climbing and balancing.
106. In their creative development, nursery children explore sound as they dance creatively to music. In ring games, children move creatively as they adopt characters in the story being enacted. They explore colour as they help an adult make "string pictures" based on the colour being learned. In the reception class, children use paint creatively in response to what they see or have imagined.
107. In the nursery there is a class teacher who has support from two members of the school's staff, one for the morning session, and one in the afternoon. The teacher is responsible for planning, organisation, preparation of activities before each session begins, and for assessment and recording. On one morning each week a temporary teacher replaces the nursery teacher while she leads the parents' literacy group. A learning support assistant works in the morning with the reception teacher, and there is an assistant for a child with specific needs. The teachers are joined by the teachers of Key Stage 1 classes for weekly planning meetings.
108. The quality of teaching for children under five ranges from satisfactory to very good, with fifty per cent being good or very good. Teachers work very hard in preparing work for the children. They have generally sound knowledge in relation to the desirable learning outcomes, and how these lay the foundations for work in the National Curriculum. They know the children very well, and relationships between the teachers and the children are excellent. Direct teaching is carefully matched to the stages of development of the children, and most activities are suitable to support progress. Teachers provide high levels of encouragement that enable children to grow in self-esteem. More opportunities could be provided in some lessons, for example by letting children decorate their crowns and sashes with pieces of orange paper or material for the "orange" party.

While planning takes account of the national targets for children's learning by the age of five, it is insufficiently rooted in the programmes for each of the six areas of learning.

109. In the reception class, much hard work has been undertaken to provide suitable lessons in literacy and numeracy based upon the National Strategies. The lessons are modified to take account of the short concentration spans of the young children, who are encouraged to produce work of a suitable standard before selecting equipment for their own purposes. This ensures that a good balance is maintained between activities planned by the teachers and those selected and managed by the children.

ENGLISH, MATHEMATICS AND SCIENCE

109. English

110. Standards in speaking and listening, reading and writing are below national averages at the end of both key stages. These findings reflect the school's results in National Curriculum tests in both 1998 and 1999 and the findings of the last inspection. In the 1999 end-of-Key Stage 1 tests, 55 per cent of seven year olds reached Level 2 in reading and 40 per cent reached this acceptable level in writing. These levels were very low. Thirty-nine per cent of eleven year olds reached Level 4 and above in the subject in the 1999 National Curriculum tests, and this is well below average. However, the results of tests over time show that standards are gradually improving. Test results reflect the large number of pupils with special educational needs, notably with problems concerning language acquisition.
111. By the age of seven, pupils listen attentively in assemblies and at story time. They listen well to their teachers and to one another and are able to follow instructions. They talk confidently in small groups, to the whole class and to adults, about their experiences, and are beginning to express their own ideas and personal preferences. They answer simple questions appropriately, though briefly, using a limited vocabulary. Many need considerable adult help in order to construct sentences and express themselves coherently. A few are easily confused by more complex questions and struggle to recall information from previous lessons.
112. Most pupils read eagerly and with expression in the teacher directed group and class reading sessions. They have learned their letter sounds and developed a sight vocabulary of key words. When reading individually, they use their phonic knowledge to build words. They understand and are able to talk about what they have read, reflecting the good support which they receive. They know about the work of authors and illustrators. Few pupils read independently with appropriate accuracy, fluency and expression.
113. Writing skills are low. Pupils write simple sentences, and, although they have some understanding of capital letter and full stops, these are not always used consistently or appropriately. Standards of presentation are variable. Pupils of lower ability have poor pencil control and need considerable adult help when writing. Pupils write for a range of purposes - for example, fairy stories, prayers and poems. They are beginning to understand that a story has a beginning, a middle and an end.
114. Eleven-year-olds generally listen carefully to information and instruction. They respond well to adults on an individual basis and are confident to speak in small groups. Some contribute well to class discussion and ask relevant questions but a significant number lack confidence in their ability to express themselves clearly. Although they are given valuable opportunities pupils' skills in reporting, discussing and clarifying their ideas are not well developed.
115. A few pupils read confidently and with good expression, but many read slowly, stopping to work out unfamiliar words. Reading ability limits the range and level of difficulty of sources they use for retrieving information. Pupils generally show enthusiasm for both fiction and non-fiction books. They are given regular opportunities in class to discuss texts and to show their preferences. The writing skills of a significant number of pupils are limited. Most pupils have a grasp of basic grammar and spelling, but do not consistently apply rules in their work. A significant number find difficulty in planning a sequence of events and do not write at length. They write for a range of purposes; for example, they write letters of complaints about the ill treatment of a horse, or points of view of characters from stories. They change dialogue into conversation and

write simple plays.

116. Overall, pupils make good progress in speaking and listening and in reading at both key stages, and they make satisfactory progress in writing. The amount of progress made by each year group varies through the school, reflecting the relative number of pupils with special educational needs.
117. Pupils' attitudes are good at both key stages and they usually behave well in lessons. They join-in readily with whole-class reading of texts and discussion, and generally sustain concentration well during the literacy hour. Most work steadily in their group tasks. They co-operate effectively in small groups and listen to each other's contribution. Older pupils usually concentrate well when working without direct supervision.
118. A well-planned structured programme of literacy skills has been introduced and the school, through its thorough monitoring of work, is beginning to see a rise in standards. Realistic targets have been set for improvement. Throughout the school great emphasis is put on developing linguistic skills; for example, in history lessons young pupils make lists of the changes in the seaside since Victorian times while older ones have to compare the lives of the rich and poor in past societies. Pupils with special educational needs benefit from a structured programme of basic skills and effective extra support, well integrated with classroom provision. They make good progress. Work done in lessons is reinforced by regular homework, although not all pupils complete their assignments.
119. The quality of teaching at both key stages has a positive effect on pupils' attainment. At Key Stage 1, the teaching seen was good in 75 per cent of lessons. At Key Stage 2 it was good in 50 per cent of lessons and very good in 25 per cent. There was no unsatisfactory teaching. Teachers have a good command of the subject and the high quality of planning, methods and organisation is ensuring that literacy skills are taught in a systematic way. Teachers usually succeed in providing a range of stimulating, interesting activities which pupils enjoy despite the very wide range of abilities in each class. Whole-class and group presentations and questioning are of a high standard and help to raise the quality of pupils' thinking. Teachers make good use of language skills in other areas of the curriculum, especially the development of speaking and listening and an extending vocabulary. Occasionally, teachers too readily accept responses from pupils who volunteer, allowing a small minority of pupils to take a passive role. Teachers ensure that support assistants are well briefed and that their time is efficiently used, so helping more pupils make progress. The very good class management and consistent use of the school's policy for behaviour ensure a calm atmosphere in which pupils respond to the best of their ability.
120. Assessment procedures are thorough and good use is made of test results to identify weaknesses and determine progress. Useful day-to-day assessments are made of pupils' performance in order to plan future work, but the quality of written evaluations of lessons is variable. Marking is up to date and good use is made of encouraging comments and diagnostic written feedback to help pupils to improve their performance. However, teachers do not consistently promote high standards of presentation. The co-ordinator has monitored work in classrooms and has a very good overview of the subject. She provides valuable support for colleagues. Staff have already identified pupils' written work as a weakness and arrangements have been made for a member of the local educational authority's advisory staff to work with the co-ordinator on a programme for improvements. The school library is a useful resource and contains a wide range of attractive interesting books. The opportunities for pupils to regularly work there are limited because the room is used for special educational needs support. The school uses the local authority's library service to supplement the school's own resources. The subject meets statutory requirements.

Mathematics

121. The findings from this inspection show that by the end of both key stages attainment is at the national average. This is in line with the findings of the previous inspection and represents an improvement when compared with the 1998 National Curriculum tests at the end of both key stages. The 1998 National Curriculum end-of-Key Stage 1 tests showed that attainment in mathematics was very low in comparison with the national average and very low when compared with similar schools. However, the 1999 results show a significant improvement when compared with the results for 1998 and this is part of an improving trend. In 1998, 52 per cent of pupils achieved Level 2, whereas in 1999 70 per cent achieved this level. The 1998 end-of-Key Stage 2 National Curriculum tests showed that attainment in mathematics was below the national average and broadly in line with attainment in similar schools. In contrast, the 1999 results showed a marked improvement. In 1998, 58 per cent of pupils achieved Level 4 or above, compared with 74 per cent in 1999 including 30 per cent of pupils who achieved Level 5. The national figures for 1999 show that 69 per cent of pupils achieved Level 4 or above. The school has worked hard to achieve significant improvements in mathematical attainment and inspection evidence shows that these improvements are being sustained.
122. By the end of Key Stage 1, most pupils understand place value in two-digit numbers and use these accurately in a variety of ways. They use mental recall of addition and subtraction facts to twenty and beyond, and arrange numbers to 100 in order. Most pupils know about number patterns, for example when they identify odd and even numbers. They use their knowledge of number in practical ways, for example giving change in shopping lists and measure pupils' heights and every day objects accurately. Pupils of lower ability can add and subtract numbers when solving problems with counters and coins, and measure accurately using non-standard units such as cubes. By the end of Key Stage 2 most pupils use their understanding of place value to order numbers to a million and to multiply and divide whole numbers and decimals by 10 or 100. They have a secure recall of multiplication facts to 10 times and apply the four rules to problems involving decimals. Most pupils recognise and describe two- and three-dimensional shapes accurately and most can work out the areas of shapes using formulae. Pupils of higher ability calculate currency exchange rates from newspapers and can confidently identify trends in classroom temperatures through the interpretation of graphs. Most pupils have a sound understanding of the language of angles and can calculate distance and bearings accurately.
123. Progress, including the progress of pupils with special educational needs, is good in both key stages. Throughout the school pupils extend their understanding and use of mathematical vocabulary and apply this with increasing skill to problem solving. Key Stage 1 pupils deepen their understanding of place value and become increasingly skilful in the recall of addition and subtraction facts in practical activities such as measuring and calculating costs and change. They increase their knowledge of the properties of two- and three-dimensional shapes and begin to recognise reflective symmetry in simple shapes. As they become older, pupils at Key Stage 2 increase their skills in the devising and interpretation of a range of graphs and in their accurate use of language. For example, they use such words as "axis" and "frequency" with growing confidence. They plot the growth of plants, produce charts with increasing accuracy to indicate the effect of exercise on the pulse rate, and extend their skills in the interpretation of graphs, such as those indicating leisure time activities. They develop their skills in using calculators in solving problems with percentages and fractions and become increasingly accurate in work with the four rules of number.
124. The school has successfully addressed weaknesses identified in the previous inspection and now mathematics is applied and used successfully in other subjects of the curriculum. The school has plans for extending this aspect of its work. In history, pupils use time-lines to track events and note the passage of time. Good use is made of information technology to collate and interpret data on living conditions in Victorian homes. Pupils learn to make accurate measurements in science, (for example, in work on solubility) and in English they make data tables to chart the feelings of characters as events in stories unfold. Pupils measure accurately when designing musical instruments and make calculations and costings as part of the scheme in co-operation with the local council to design and make an adventure playground adjacent to the school. Pupils learn to use coordinates in geography and develop their directional awareness both in physical education and in the use of control technology
125. The majority of pupils have positive attitudes towards mathematics. Almost all pupils are polite, well behaved and work hard. They sustain their concentration and persevere in finding solutions to their calculations. Most

pupils listen attentively and participate fully in class discussions and are usually confident to pose and answer questions. They are eager to make their calculations accurate and try hard to present their work neatly. Most pupils work well when they are not under the immediate supervision of the teacher and, for example, in data handling lessons using the computer or when they are carrying out investigations into the multiplication of numbers, they collaborate well to produce results. They look after materials and equipment carefully and are prepared to listen to and respect the work of others.

126. The quality of teaching has improved since the previous inspection, where it ranged from poor to sound or better. In 55 per cent of lessons the quality of teaching is very good. In the rest it is good. Most teachers have a secure knowledge and understanding of the teaching of mathematics. They use mathematical language very effectively to deepen pupils' understanding and to act as a model to be copied. Teachers explain their knowledge of mathematics clearly and interact with pupils well so that their understanding is reinforced. They prepare for their lessons carefully and revise previous work thoroughly so that resources are at hand and pupils build on what has gone before. Teachers' planning has clear objectives, shared with the pupils, so that teachers and pupils know what the lesson activities are designed to achieve. Planning covers all the National Curriculum Programmes of Study. However, the provision of opportunities for pupils to select their own equipment, organise their own tasks and to devise their own methods of calculation are limited. The school is aware of these limitations and recognises them as areas for development.
127. Where the quality of teaching is very good teachers have very high expectations of what pupils can achieve. They communicate this clearly to pupils and, for example, use probing questions about place value to make them think hard. They plan their work very carefully and in contrast to the findings of the previous inspection, ensure that work is appropriately challenging for all pupils' abilities, including those with special educational needs. This enables pupils to make good progress, and is a significant feature in the improving trends in attainment shown by the school. The very good quality of teaching is also seen in the way teachers make very effective use of whole-class, small group and individual work and in the care they take in marking and assessing pupils' calculations, guiding them on the next steps to be taken. Lessons are usually conducted at a brisk pace and teachers manage pupils very well. This ensures that lessons run smoothly and pupils concentrate on their tasks. Homework is used effectively to extend and consolidate the work in classrooms. For example, pupils learn their tables and construct graphs at home.
128. The teachers are working hard to implement the National Numeracy Strategy in a very thoughtful and considered way. The governor responsible for mathematics works alongside the co-ordinator to monitor work in the subject and to evaluate the effectiveness of the strategy. The subject is well co-ordinated. The co-ordinator works hard to analyse a range of test results in order to adapt planning and he monitors teachers' planning effectively. He plans to observe lessons later this term in order to monitor learning and teaching, and the implementation of the numeracy strategy. He organises appropriate staff training, provides effective guidance and advice and ensures that resources are available and accessible. The subject meets statutory requirements.

128. **Science**

129. Attainment at the end of Key Stage 1 is generally below average, but attainment in some parts of *Life Processes and Living Things* is in line with national expectations. This is better than the results of the 1998 National Curriculum assessments when attainment was very low in comparison with all other schools. In comparison with results in similar schools, the 1998 figures were also very low. Teacher assessment in 1999 shows that 30 per cent of pupils reached the acceptable Level 2, and this is well below average. It remains very low in comparison with attainment in similar schools. Attainment was below national expectations at the time of the previous inspection. By the age of seven years, pupils know the names of different parts of the body and understand that there are changes in our appearance as we grow older. They understand that we have favourite foods, and recognise the need to keep clean as part of a healthy life style.
130. Attainment at the end of Key Stage 2 is average for eleven-year-olds. This is a considerable improvement over the results of the 1998 National Curriculum tests when only 26 per cent of pupils reached the acceptable Level 4 compared with the national average of 69 per cent. Attainment then was very low in comparison with

all schools and well below average for similar schools. Figures for the 1999 National Curriculum tests show that a higher percentage of pupils at Spitalgate reached Level 4 and above than the average school. Eighty-three per cent of pupils gained Level 4 and above, with 30 per cent of pupils reaching the higher Level 5. The percentage of pupils reaching Level 4 and above in all schools was 78 per cent. The 1999 figures show attainment to be broadly average in comparison with all schools, but well above average when compared with standards in similar schools. Attainment was lower in *Materials* than other Attainment Targets. There was little difference between the attainment of girls and boys.

131. The school is very aware of the ranges of ability in each year group, and has set realistic curricular targets for each based on this knowledge. The percentage of pupils with special educational needs in the school is particularly high when compared to statistics from other schools, and it is unlikely that the high level of attainment in the 1999 National Tests can be maintained year after year. However, comparisons of the attainment of eleven-year-olds at Spitalgate with all schools in the three years 1996 to 1998 shows a steadily improving picture. In 1996 only 17 per cent of pupils reached Level 4; by 1998 the percentage had risen to 26 per cent; the 1999 figures show attainment five per cent higher than average.
132. As they start work in Year 6, pupils already make sound predictions based upon previous work, and understand the need to maintain all variables except the one being tested. Attainment in *Experimental and Investigative Science* is firmly established at Level 3, with much already being conducted at Level 4. Pupils know how to separate solids from liquids; pupils of higher ability know that evaporation is the reverse of dissolving and use this knowledge to evaporate water from a sugar solution.
133. Progress is good for all pupils at both key stages, including those with special educational needs. In *Life Processes and Living Things*, pupils at Year 1 know how to identify the differences between plants and animals. By the end of the key stage, pupils understand the life cycle of a cat, and that food plays an important part in keeping us healthy. In *Experimental and Investigative Science*, pupils at Year 3 identify whether a test is fair or not, and in Year 4 pupils learn to observe the results of their investigations more closely. By Year 5, pupils recognise the need for fair testing and how to ensure this, although many have difficulty in explaining this because of their lack of technical vocabulary. In Year 6 pupils understand the need to maintain variables, and present their findings in graphical form, being careful to label the axes correctly.
134. In the one lesson observed at Key Stage 1, the response of pupils was very good. They listened attentively, and offered answers or suggestions. A small number of pupils found difficulty in containing their answers and called out, but this was very effectively dealt with by the teacher. The pupils' concentration was maintained during the initial teaching part of the lesson, and the pupils settled quickly to their work without the need for direct adult supervision. Pupils' responses in Key Stage 2 were never less than good, and were often very good. The pupils try hard to make progress, although in a small number of lessons they lack concentration when the whole class is being taught, but settle better to the follow-on work planned by the teacher. All pupils enjoy scientific investigations, and are prepared to follow the rules of fair testing as they collaborate in their groups. Behaviour of most is very good, but a small number of pupils exhibit unacceptable levels of behaviour; these instances are dealt with quietly by the adults who consistently follow the school's procedures. Pupils having "time out" from the class for a short period realise they are missing interesting work, and try hard to modify their behaviour.
135. At the time of the previous inspection, teaching was generally satisfactory at Key Stage 1, and sound or better at Key Stage 2, with one-third of teaching being good. Overall, teaching is now very good and has been the most important factor in raising standards for all pupils. All teaching is characterised by very good lesson planning that shows a high level of understanding in the subject and of National Curriculum requirements. There is a very good emphasis on *Experimental and Investigative Science*, and this is helping to raise the rate of progress being made by pupils of all abilities. Teachers use suitable methods to help pupils learn and make progress. For example, thorough questioning at pupils' own ability levels probes their understanding so that further support may be given where required. Teachers are particularly good at this because they know the children so well and understand the best way of teaching each group. Resources for teaching and learning are prepared before the lessons, and suitable follow-on activities are planned so that pupils of different ability are able to make good progress, for example by recording what they see on prepared observations sheets. In one

lesson, the follow-on work was quickly completed, and pupils marked time by colouring in pictures. Generally, a good pace of lesson is maintained so that pupils gain best benefit from the time available. Day-to-day assessment is used very effectively to gauge progress being made so that future lessons are planned on what pupils already know.

136. The co-ordinator has a very clear vision of what needs to be done to develop the subject. As headteacher she monitors the work of the school, including teaching and learning in this subject, and has led work to bring about the improvement in standards. Reference to science is included in the school's development plan, and it is planned that a subject action plan will be created as the subject comes to the fore. The subject meets statutory requirements.

OTHER SUBJECTS OR COURSES

136.

Information technology

137. Standards in information technology are below what they should be for pupils of seven and eleven years. They were below average at the time of the previous inspection.
138. At Key Stage 1, pupils make a good start to their learning. They operate simple programs, follow instructions and use keyboard commands. By the time they are seven, they are becoming proficient in their use of the arrow keys and the mouse, and have developed some word processing and picture-making skills. They use these skills in other subjects, for example by producing graphs of favourite sports that keep us healthy. They can change the style, size, and colour of text. They use programs to reinforce work done in English and mathematics. They paint simple pictures and have some experience of giving commands to control the forwards and backward movement of a programmable floor toy.
139. At Key Stage 2, pupils gain some experience in all the required areas of information technology. By the time they are eleven, they have become familiar with the full range of computer skills, although these are not well developed. Pupils draft and edit written work such as notes written as part of discussions about the story of Macbeth. They use the CD-ROM to retrieve information in history, geography and science. Pupils are beginning to access information from the Internet. As part of a study of Victorian Britain they have interpreted data and created graphs of number of people in a household and produced pie charts of the frequency by age of population in the society. Some pupils can use a digital camera and download pictures.
140. Until recently, progress has been severely restricted by the lack of suitable equipment. New computer systems have been installed, and are being used by pupils of all ages. Consequently, younger pupils show the same level of competence in basic skills as pupils in older classes. Also there is too little difference in attainment between pupils in Years 1 and 2, and Years 3 and 4 because of the lack of progress. Information technology is now used well through the school to support the other subjects. In addition to developing word-processing skills as they write letters to the headteacher setting out arguments for and against homework, pupils have used picture-making skills to produce book covers for their favourite stories. A limited number of pupils benefit from having a computer at home and are able to practise basic skills.
141. Pupils show positive attitudes to learning. They enjoy using computers and concentrate well on their tasks. They are keen to demonstrate their skills. They work well as individuals or in pairs and can work consistently when not directly supervised. The oldest pupils take responsibility for operating audio equipment and the overhead projector in assemblies. They use a photocopier as part of their contribution to the smooth running of the school.
142. Not enough teaching was seen for secure judgements to be made. However, planning is effective and shows the systematic development of the necessary skills. Teachers clearly identify what they want the pupils to learn, and allow sufficient time for pupils to practise. Teaching was generally effective in the lessons taught to whole classes and to smaller groups of pupils. Care needs to be taken to ensure that the group size is appropriate, and that all pupils can see the screen and keyboard. Resources are used efficiently and tasks set in literacy and numeracy lessons complement work done by other pupils.

143. Information technology is a developing subject. The school recognises its growing importance as a core subject, and its role in helping to raise standards across the curriculum. It is a priority in the school development plan. Staff have recently benefited from a training programme and they receive very good support from the co-ordinator who has high expectations and has a clear policy for improvement. He has prepared a useful document to aid teachers in preparing activities to fulfil basic National Curriculum requirements. The school still needs more computers, particularly as only a small number of pupils have access to one at home.

Religious education

144. Standards of attainment in religious education are satisfactory and in line with the locally agreed syllabus. They were satisfactory at the last inspection. Work promotes the school's aims of respect, co-operation and improvement. In assemblies, pupils begin to appreciate the purpose of hymns and prayers, and the Christian values of tolerance and sharing. In lessons, pupils show their knowledge of the Christian faith and of other world religions.
145. At Key Stage 1, emphasis is given to ways of observing the world and the value of belonging to a family and a caring community. Pupils are encouraged to respect the feelings of others. By the end of the key stage, through work on worship and special occasions such as weddings and christenings, they have learned about the major Christian festivals and those of Buddhism. Through bible stories they know about the life and work of Jesus, and of the contributions made by his friends.
146. At Key Stage 2, pupils study the festivals in more detail and begin to understand the significance of celebrations and of symbolism through texts and pictures. By the end of the key stage they have some understanding of people's differing beliefs and how these affect the way people behave. They are encouraged to consider concepts such as creation, suffering, fairness and charity, through their own experiences and through stories and films. They begin to understand the reasons for and the value of prayer. Pupils express their feelings both verbally and in writing through stories, poems and prayers.
147. Pupils make sound progress, constantly building on the knowledge and understanding they acquire. They usually listen attentively to stories and show a willingness to join in discussion and to offer their own ideas. The school has felt the need to concentrate on the social and moral aspects of religion and these elements are reinforced in the useful lessons on personal and social development. Pupils' progress in these areas is good. There is a need now to further develop spirituality by providing a wider range of opportunities for reflection.
148. The limited amount of teaching seen was good. Lessons are well planned and teachers use their own and pupils' experiences to teach about friendships and the qualities of caring, tolerance and responsibility. Assemblies complement the work within the classes, by good use of shared themes, events and celebrations. Teachers use a range of interesting artefacts and other resources to capture the pupils' imagination. They ask challenging questions to develop pupils' thinking and make them reflect on their views.
149. The curriculum is enriched by visits to churches including Lincoln Cathedral, York Minster and St Catherine's church in Goathland. A Christingle service is held at the local church. Parents are invited to join in the harvest festival, carol service and the nativity. People from various Christian faiths visit and talk to pupils and sometimes take assemblies. The recently appointed co-ordinator is aware that religious education is in need of development, and the school development plan indicates that this work will begin next year to coincide with the publication of new diocesan orders.

149. Art

150. It was possible to observe only one lesson in each key stage during the inspection. Evidence from these lessons, scrutiny of pupils' work and teachers' planning and from displays in school and discussions with

teachers and pupils, indicates that most pupils make satisfactory progress.

151. As they become older, pupils learn to use a range of media and art techniques. They learn about differences in approaches and methods including the work of established artists. In Key Stage 1 they learn to mix paints and become increasingly skilled in using a range of implements. Most pupils produce interesting collage work and make closely observed paintings of plants and flowers. They begin to compose their pictures carefully.
152. In Key Stage 2 pupils continue to develop their skills in the use of a range of media and produce pleasing sculptures with a variety of materials. For example in Year 4 pupils use different techniques of cutting, folding and sticking to produce well fashioned models of different kinds of food. Pupils in Years 5 and 6 produce clay pots and colourful prints inspired by ancient Greek designs. Pupils in Year 3 produce carefully finished paintings of closely observed plants and vegetables. They use printing techniques effectively and produce collage work, including an imaginative representation of diving and swimming. Pupils in Year 6 make well-considered paintings and drawings after the styles of such artists as Picasso and Lowry and Year 3 pupils make attractive patterns and pictures, using computers.
153. Most pupils respond positively to artwork. They apply themselves thoughtfully to their tasks and take care over its presentation. They co-operate well in the production of paintings and show a pride in their work. They confidently experiment with a range of media. For example, pupils in Years 5 and 6 develop their skills with pastels, charcoal, watercolours, acrylics and ink. Most pupils are well behaved. They listen attentively and sustain their concentration when not under the immediate supervision of the teacher.
154. There is insufficient evidence for judgements to be made on teaching but in the lessons seen teaching was at least good. Teachers have good knowledge of techniques and communicate these clearly to pupils so that they know what is expected. Pupils and resources are organised efficiently so that lessons run smoothly and pupils sustain their concentration. Where teaching is very good teachers use questions very effectively to prompt pupils to think hard and they interact very well with pupils, guiding and encouraging them to raise attainment. Teachers use the school's policy for behaviour effectively to support pupils with difficulties. Work is effectively reviewed at the end of lessons so that skills and knowledge are reinforced. However, pupils do not have access to sketch books and this aspect of their work, including line and tone, is limited.
155. Art is used effectively to enrich other subjects of the curriculum; for example, pupils illustrate Victorian street scenes in history and produce copies of stained glass windows in religious education. The school has addressed a weakness in the previous inspection, which indicated that the use of art to raise awareness of other cultures is underdeveloped. For example, there is now work inspired by ancient Greek and Hindu cultures. The school provides a useful range of work by established artists such as Monet and Van Gogh to enrich the environment and act as models for pupils, and teachers work hard to display pupils' work attractively.

155. **Design technology**

156. It was not possible to observe any design technology lessons during the inspection and there is not enough evidence to make judgements about pupils' progress, response and the quality of teaching. However, from discussions with teachers and pupils and from scrutiny of teachers' planning and the limited amount of work available for scrutiny, it is evident that the school is committed to its work in design technology. The National Curriculum Programmes of Study are satisfactorily planned so that work effectively builds on what has gone before.
157. In Key Stage 1, pupils design and make well-finished glove puppets. They use labelled diagrams and in their folding story cards show a range of developing skills in cutting, sticking and folding. Pupils use a variety of materials and know a range of strategies for joining such as sticking, gluing, sewing and pinning.
158. At Key Stage 2, pupils have had opportunities to use their developing skills in design when they joined with the local council to design and calculate the cost of construction of an adventure playground to be sited adjacent to the school. Most pupils produce well-crafted story books with moving parts and design, and make and decorate their own biscuits. Pupils have access to construction kits and a range of appropriate tools and,

as indicated in the policy document, staff are aware of safety issues.

159. The school has recently introduced a new, thorough and comprehensive scheme of work. The subject is due for further development when it becomes a focus subject next year as part of the school development plan.

History and Geography

160. During the period of the inspection no lessons were seen in history and geography at Key Stage 1, and too few at Key Stage 2 to make firm judgements on progress or the quality of teaching. However, evidence from the little teaching seen, discussions with pupils, scrutiny of work, teachers' planning and displays, suggests that pupils are receiving a relevant curriculum covering the required programmes of study.
161. Pupils are introduced to history and geography through stories, pictures and artefacts. They learn about change by examining changes which have taken place in themselves since they were babies, and the way seaside holidays have changed since Victorian times. They look at the design of the school and make graphs of the method of transport used to come to school. Through the study of artefacts in museums they learn about collecting evidence and begin to develop a sense of the passing of time.
162. At Key Stage 2, pupils begin to compare and contrast different civilisations such as the Romans and the Greeks. At the time of the inspection, the whole school was studying the Victorians. Pupils are beginning to understand the reasons for changes which have taken place in history; for example, they are learning how the work of Lord Shaftesbury and Dr. Barnado changed the lives of children. They learn about the differences between the life of the rich and the poor. Effective use of time-lines help pupils to understand chronology. In geography, pupils use investigative skills to examine the differences between their own society and that of people in other countries. Pupils are currently looking at ways of improving the environment by studying the effects of pollution and litter, helped by their participation in the adventure playground project.
163. Pupils are given opportunities to use English and information technology skills in their lessons. However, the quality of written work produced is affected by limited writing skills. Pupils benefit from visits to museums, including Stamford museum and the museum of Lincolnshire Life. Some Key Stage 2 pupils gain valuable historical and geographical information on the residential visit to Whitby.

163. Music

164. No music lessons were observed during the inspection and it is not possible to make any judgements about pupils' progress and attitudes or the quality of teaching. However, from listening to pupils singing during assemblies and from talking to pupils and teachers and from scrutiny of teachers' planning, it is evident that the school has a clear commitment to enriching pupils' experience through music. Pupils are receiving their entitlement to the National Curriculum and work follows on satisfactorily from what has gone before.
165. Pupils know the words of a range of hymns and songs, and sing tunefully and in unison. They recognise changes in pitch and dynamics and show control of phrasing and expression. Most pupils listen attentively and use a range of tuned and un-tuned percussion instruments. About twenty pupils are learning to play the recorder. The school has a very useful arrangement with the local secondary school by which a student on work experience teaches the flute to three pupils.
166. The school has recently adopted a new scheme for teaching music, which includes music from other cultures and the subject is a focus for further development as part of the school's development plan.

166. Physical education

167. It was not possible to see enough lessons to make secure judgements about teaching or about progress. Subject documents show that suitable programmes are planned, and that requirements are met in relation to

swimming.

168. In the small number of observed lessons, proper attention was given to the health aspect of the subject and to the effects of exercise on heart rate. Proper attention was given to safety matters, both as pupils exercised and as they were taught to manage the equipment – for example, when returning mats to their correct storage place.
169. Pupils enjoyed the lessons, and were prepared to exercise until breathless. They joined in team activities, supporting the efforts of one another. Individual pupils were confident in giving demonstrations of their work so that others could evaluate and improve their own performances. In response to teachers' explanations, pupils realised the need for safety rules, and abided by them. They were prepared to take turns, and behaviour of the vast majority was very good.
170. The observed lessons provided good opportunities for the pupils to make progress in their skills and to improve their performance. For example, in one lesson pupils transferred methods of moving along the ground to moving on large apparatus. Sensitive support was provided by the teacher in helping less-proficient pupils gain in confidence and make progress in balancing. Sufficient time was given for pupils to practise new skills and to improve their work.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

171. The inspection was carried out in the first half of autumn term 1999 by a team of four inspectors who spent a combined total of 14 days in school. Previously the inspectors had scrutinised documents provided by the school, and had made initial judgements. Eighty-five observations of the work of the school were carried out, taking 58 hours. These included visits to 50 lessons, and to acts of collective worship to judge their contribution to spiritual, moral, social and cultural development and to religious education. Other observations included the scrutiny of past work of a cross section of pupils from each year group, and inspection of displays around the school. Meetings were held each evening after the close of school to discuss aspects under inspection, and a final meeting was held to bring together all considered judgements.
172. Registers of attendance were scrutinised.
173. Pupils talked about their work in lessons. Pupils also discussed work in different subjects in small groups with individual inspectors. They talked about the responsibilities they had in helping to organise parts of the school day, and older pupils talked about helping younger children. Pupils talked about their behaviour around the school, what was expected of them, and how they accessed support if needed.
174. Teachers discussed the planning and organisation of their lessons. Teachers, learning support assistants and administrative staff answered questions about their roles and responsibilities.
175. Members of the governing body talked about how they carried out their duties. Questionnaires returned by parents were analysed, and minutes of the meeting for parents were used as part of the evidence base for the inspection.

DATA AND INDICATORS

176. Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	175	6	91	89
Nursery Class	21	0	1 (<i>at this early stage</i>)	0

177. Teachers and classes

Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent)	7.3
Number of pupils per qualified teacher	24

Education support staff (YR – Y6)

Total number of education support staff	9
Total aggregate hours worked each week	140

Qualified teachers (Nursery school, classes or unit)

Total number of qualified teachers (full-time equivalent)	1
Number of pupils per qualified teacher	41

Education support staff (Nursery school, classes or unit)

Total number of education support staff	2
Total aggregate hours worked each week	25

Average class size:	21
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178. Financial data

Financial year:	1997/98
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	£
Total Income	356490
Total Expenditure	348028
Expenditure per pupil	1546
Balance brought forward from previous year	-84
Balance carried forward to next year	8378

179. PARENTAL SURVEY

Number of questionnaires sent out:
 Number of questionnaires returned:

175
28

Responses (percentage of answers in each category)

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	43	54	4	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	79	21	0	0	0
The school handles complaints from parents well	48	48	4	0	0
The school gives me a clear understanding of what is taught	36	64	0	0	0
The school keeps me well informed about my child(ren)'s progress	36	54	0	10	0
The school enables my child(ren) to achieve a good standard of work	54	46	0	0	0
The school encourages children to get involved in more than just their daily lessons	43	54	4	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	43	54	4	0	0
The school's values and attitudes have a positive effect on my child(ren)	54	46	0	0	0
The school achieves high standards of good behaviour	36	43	18	4	0
My child(ren) like(s) school	61	36	4	0	0

Other issues raised by parents

At their meeting, parents stated that they were very proud of the school's achievement in the 1999 National Curriculum tests. They felt more money should be available to provide more learning support assistants so that teachers with classes having a wide ability range would be able to better meet the needs of all pupils.