

INSPECTION REPORT

**Pontefract St Giles C E Voluntary Aided Junior, Infant and
Nursery School.**

Pontefract

LEA area: Wakefield

Unique reference number: 108268

Headteacher: Mr J D M Gunn

Reporting inspector: Mrs Margaret Lewis.
22787

Dates of inspection: 26th – 28th March 2001.

Inspection number: 197366

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary Aided

Age range of pupils: 3-11

Gender of pupils: Mixed

School address: Skinner Lane
Pontefract
West Yorkshire

Postcode: WF8 1HG

Telephone number: 01977 722880

Appropriate authority: The Governing Body

Name of chair of governors: Mrs M Murray

Date of previous inspection: 15-18 September 1997.

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22787	M Lewis	Registered inspector	Science, Music Equal opportunities.	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed?
19385	G Stockley	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with its parents?
30834	A Lawson	Team inspector	Information and communication technology, Physical education, The foundation stage, special educational needs.	
25509	J Clarke.	Team inspector	English, Art, History, English as an additional language.	How good are curricular and other opportunities?
11510	K Oglesby	Team Inspector	Mathematics, Design and technology, Geography.	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Pontefract St Giles is a Voluntary Aided Church of England school for pupils aged three to 11. It is smaller than the average primary school with 181 pupils, 88 boys and 95 girls. The nursery has 26 full time places. The school has 1.6 per cent of pupils from minority ethnic groups. The percentage of pupils having English as an additional language is 1.6. This is a bit higher than in most schools. The school provides good, secure accommodation and facilities in a modern building at the edge of the town centre. It takes pupils from all areas of the town but predominately from a nearby local authority housing estate where there are unemployment and social problems. The number of pupils known to be eligible for free school meals (28.3 per cent) is above the national average. There is an above average number of pupils on the register for special educational needs (24.3 per cent). The majority of these pupils have language learning difficulties. Four children, (2.2 per cent) have statements for special educational needs. This is above the average.

HOW GOOD THE SCHOOL IS

The school has many good features. Pupils at 11 achieve levels in English, mathematics and science which are higher than in schools nationally. Pupils achieve above the standard usually found in art at seven and 11 and in history at 11. The teaching is good in the foundation stage and in Key Stage 2. Relationships between pupils and teachers are very good and the attitudes and behaviour of pupils is very good. This creates a good basis for learning. The headteacher provides strong leadership and is ably supported by a dedicated team of teachers and an effective governing body. Taking into account the effectiveness of the school in areas of pupils' attainment, attitudes and personal development, the quality of teaching and the very good leadership and management by the headteacher, the school provides good value for money.

What the school does well

- Standards in English, mathematics and science at the age of 11 are above the national average. Standards at 11 in history and art are above those usually found at this age.
- Provision for pupils in the foundation stage is good. It enables them to make good progress and gives them a good start to their education.
- Teaching is good in the foundation stage and in Key Stage 2. Teachers manage children well and have high expectations of their work and behaviour. The school checks pupils' progress very well.
- Pupils work hard showing very good attitudes to their work and behave very well.
- The provision for pupils' spiritual, social and moral development is very good. As a result pupils' personal development and relationships are very good.
- The leadership and management of the headteacher are very good. The school reflects its aims and values very well.

What could be improved

- Pupils' standards in mathematics at the age of seven which are below average.
- Standards in information and communication technology at the ages of seven and 11 which are below average.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in September 1997. The most recent test results for 11 year olds show that in comparison with similar schools, standards have risen to be above the average in English and well above the average in mathematics and science. The school has responded well to dealing with the issues. It has raised the standards of the more able pupils at 11 in English and mathematics with the use of setting in Years 5 and 6 and booster classes and groups for pupils in Years 3 and 4. Good teaching and leadership of science has raised the standards of pupils' attainment at 11. The school has raised the quality of teaching in the foundation stage and made good improvements to the quality of provision. It has maintained satisfactory quality of teaching in Key Stage 1. There has been an improvement in standards of physical education at Key Stage 1 and in design technology at Key Stage 2. Standards in art have improved to be above average at both key stages. Standards in information and communication technology have not improved. The school has developed very good procedures for checking and recording pupils' attainments and provides parents with information on pupils' attainment at the end of Years 2 and 6. Staff, governors, parents and pupils are now included in the planning of school developments.

STANDARDS

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

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

Key

well above average A

above average B

average C

below average D

well below average E

Standards are improving and pupils achieve well at the age of 11. Inspection findings show that pupils achieve above the national average in English, and mathematics and sustain an above average level in science. Standards in English at the age of seven are broadly average. Since the last inspection, the school has put an emphasis on the teaching of reading and standards in reading at seven have improved and are above the national average. Standards in mathematics for seven-year-olds are not high enough and remain below the national average. Pupils throughout the school achieve at the levels similar to those found for their age in most other subjects. In art and history they achieve higher than the level expected and in information and communication technology, standards are below those expected. Pupils throughout the school show a good level of understanding of scientific enquiry and record their investigations well.

Standards for pupils aged 11 have risen in line with the trend nationally over recent years in English, mathematics and science. The school has appropriate targets in place for pupils at the age of 11 for English and mathematics.

Overall, children start in the nursery with below average skills, knowledge and understanding in all areas. They achieve well and by the time they leave the reception class most achieve the goals expected of them at five.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to school and work hard in their lessons. They are enthusiastic and involved in their activities.
Behaviour, in and out of classrooms	Very good. Pupils co-operate very well with their teachers in lessons enabling learning to take place. They work sensibly in practical activities and follow instructions carefully. They behave well in and out of school and display good manners.
Personal development and relationships	Very good. Pupils respond very well to the good examples and high expectations set by staff. They become mature and responsible.
Attendance	Levels of attendance and punctuality are satisfactory.

Pupils enjoy coming to school. Their good behaviour contributes well to their learning and personal development and is as a result of the school's high expectations of its pupils.

TEACHING AND LEARNING

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

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

The school has a high proportion of good and very good teaching. In the thirty- eight lessons seen during the inspection, 47 per cent were good, 32 per cent were very good or better, 16 per cent were satisfactory. There were two unsatisfactory lessons (five per cent). The teaching of English and mathematics is mostly satisfactory or better. Seventy -eight per cent of English lessons were good or better and 75 per cent of mathematics lessons were good or very good. The basic skills of literacy and numeracy are taught very well in the foundation stage and in Key Stage 2. Reading is taught well throughout the school. In numeracy lessons teachers are generally skilful in teaching pupils different ways of working out mental arithmetic problems. Teaching of science is mostly good or very good. Pupils with special educational needs are taught satisfactorily and those with statements of special educational needs are very well supported. Teachers check pupils' work and progress very well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum offers a good range of opportunities including educational visits, visitors and extra-curricular activities. The curriculum for information and communication technology does not meet all the requirements of the National Curriculum.
Provision for pupils with special educational needs	Teachers and support staff are effective in supporting pupils with special educational needs and this promotes their learning at a satisfactory level.
Provision for pupils with English as an additional language	There are no pupils at the early stages of learning English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The school emphasises pupils' personal development very well within a well-planned programme. The provision for spiritual, moral and social development is very good. It provides satisfactory cultural development for pupils.
How well the school cares for its pupils	The school provides good support and cares very well for pupils. Procedures for checking and promoting good behaviour, for checking pupils' progress and monitoring how well they do are very good.

The school works well with its parents. It has good links with parents before children start in the nursery and maintains them throughout the pupils' time in school. All parents, including those of pupils with statements of educational needs are kept well-informed of their children's progress and they are encouraged to help in school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership and management of the school. He is supported well by the deputy headteacher and other key members of staff.
How well the governors fulfil their responsibilities	The governing body is a strong support to the school. It fulfils its responsibilities effectively. Governors are involved in shaping the direction of the school. They have a clear understanding of its strengths and the areas to be developed.
The school's evaluation of its performance	The headteacher, deputy headteacher, subject co-ordinators and governors effectively monitor and support teaching and the curriculum. The school analyses the results of assessments and tests.
The strategic use of resources	The school plans and manages its budget very carefully and uses funds wisely to support well-planned initiatives for improving pupils' education. This has had particularly good effect for the children in the foundation stage and for boosting pupils' attainments in mathematics and English in the juniors.

Accommodation in the school is very good and it is used very well. Resources are generally good and support pupils' learning well. There are insufficient computers although this is soon to be remedied.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school expects the children to work hard and achieve their best. • Their children enjoy coming to school. • Their children make good progress. • The teaching is good. • The school helps the children become mature and responsible. • The school works closely with parents. • The school is well led and managed. 	<ul style="list-style-type: none"> • Some parents do not think they are kept well-informed about how their children are getting on. • Some parents think the school does not provide an interesting range of activities outside of lessons. • A few parents think that better communications are required on matters such as bullying.

Inspectors agree with most of the parents' positive views and comments. Inspectors find the quality of teaching good in the nursery and reception class and in the juniors but satisfactory rather than good in the infant classes. They disagree with all of parents' criticisms. Parents are kept sufficiently well-informed on their children's progress and the school makes good provision for activities outside of school. The school does all that it can to communicate with parents on any bullying incidents that occur.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children start in the nursery with below average skills, knowledge and understanding in all areas of learning. Because of good learning experiences and good teaching they make good progress and achieve well in the nursery and in the reception class. Children's speaking, early reading and number skills are developed particularly well. By the time they reach the end of the foundation stage they attain the early learning goals in all areas of learning. Children who have been identified as having special educational needs make sound progress and achieve well.
2. In the most recent national tests, results showed that by the age of seven in comparison with similar schools, pupils' attainment in reading was below average, above average in writing and close to the average in mathematics. Compared with the national average, results in reading were well below average, writing was close to the national average and maths were below average. Teacher assessment of science showed that the school's performance was well below the national average. The attainment of boys and girls does not show significant differences. There was a rising trend of results for the three years prior to 2000 when standards dropped significantly in English, mathematics and science. The school attributes this drop in standards to several temporary teachers during the current Year 2 pupils' early years education.
3. Inspection findings show that pupils in the Year 2 class are attaining standards closely in line with what is expected for their age in speaking and listening, and writing and in science. Standards of attainment in reading have improved, and pupils attain above the national average. In mathematics standards are below what is expected. These findings are very different from the 2000 test results. The improvement in reading and science and the sustaining of standards in writing is due to the increased emphasis and the wide range of strategies the school has put into place to raise standards since the previous inspection. Teachers focus on writing during literacy lessons and pupils receive additional adult support. An emphasis on reading for the first half hour each morning with individual support given to pupils by an army of volunteers and school staff is impressive and is raising the standards of reading successfully. The science co-ordinator has restructured the curriculum and support for teachers in science and this has had a good effect. Although standards have risen in mathematics they are still not high enough and pupils do not sustain the average levels they began with in Year 1. This is due to the quality of teaching, which is not good enough to maintain and raise standards. Independent tasks in mathematics are not always sufficiently well matched to what pupils already know and can do.
4. In the national tests for 11 year-olds, in comparison with similar schools, pupils' performance in mathematics and science was well above average and in English was above average. Compared with the national average standards in English and mathematics were broadly in line with the average and in science were above the average. The number of pupils reaching the higher level 5 in mathematics and science was well above the national average although fewer pupils achieved the higher levels in English. The overall trend in the school's results for recent years has been consistent with the national trend. Results in mathematics and science have shown an improvement over the past three years although improvements in English have been less consistent. Differences between boys and girls performance varies from year to year but boys mostly outperform girls. The school is aware of this. They

track pupils' performance carefully with the use of non-statutory tests and both girls and boys successfully achieve their individual targets.

5. Inspection findings show that standards of attainment in English, mathematics and science is above the national average at the age of 11. These standards are lower than those attained by pupils in the previous year for mathematics and science. However, there is a larger proportion of pupils with special educational needs and statements of special needs in the current Year 6 class. Pupils make good progress in Key Stage 2 in English, mathematics and science as a result of a substantial proportion of good and very good teaching. The school is determined to do as well as is possible to maintain and raise standards for all pupils by the age of 11 and has planned and put significant resources into Key Stage 2 to enable this to happen. Pupils in Years 5 and 6 are set by ability into three classes for literacy and numeracy on three mornings each week. This is made possible by the teaching of one set by the headteacher. The Year 6 teacher, aided by four other members of staff, holds additional booster classes after school. These are particularly effective in extending pupils' study skills.
6. Pupils with special educational needs mostly make sound gains in their skills, understanding and knowledge. In the small group-sessions in classrooms, they benefit from the support of the classroom support staff and this has a beneficial effect on their learning. Overall, taking all lessons into account, they make satisfactory progress so that by the age of 11, they achieve appropriately in relation to their age and individual education plans in most subjects. Pupils in both key stages who have English as an additional language are well integrated into lessons and make satisfactory progress attaining in line with other pupils at the ages of seven and 11 in all subjects.
7. By the age of 11 pupils have well - developed skills in speaking and listening. They are confident in expressing their opinions and views before the class during lessons. They enter into a debate on news items which are well chosen by teachers to interest them. Pupils converse assuredly with adults. Pupils write across the different subjects of the curriculum confidently and with the good use of vocabulary, for instance, when writing up their scientific enquiries. In their story writing they use language imaginatively and paragraph and punctuate their work correctly. Spelling is mostly accurate. Pupils show good standards of reading and comprehension of a wide range of books including fiction and non-fiction. Pupils do well in all areas of mathematics at the age of 11. There is a good emphasis on mental arithmetic and directing pupils' thinking skills and the use of different ways of solving problems.
8. The school has set appropriate targets for pupils in Year 6 for English and mathematics which they are likely to achieve.
9. Pupils make steady progress in science in Key Stage 1. They learn to understand a fair test and to carry out and record simple investigations. They make good progress in Key Stage 2 and extend their knowledge of scientific enquiry further, obtaining and presenting their evidence, carrying out different comparisons for instance when testing the rates of decomposing for different foods. They apply their own knowledge well to their observations and make good use of what they have learnt previously.
10. Standards in Information and communication technology (ICT) are below those expected nationally for pupils at the ages of seven and 11. The school has not made sufficient progress in this area since the previous inspection and has been unable to

move forward due to the lack of national grant funding. It is now poised to do so with its very recent inclusion in the final funding round.

11. Pupils' attainment in art at the ages of 7 and 11 is above what is usually found, as is history at the age of 11. These subjects are strong in the school and make good contributions to pupils' very good social development. In all other subjects standards are average across the school.

Pupils' attitudes, values and personal development

12. Pupils have very good attitudes to school and this has a very positive influence on their learning. They are keen to come to school and they enjoy their lessons. Most teachers have high expectations and plan interesting lessons with enjoyable learning activities. Pupils respond by working hard with sustained interest and enthusiasm. In a Year 1 personal and social education lesson many pupils were so engrossed in their discussion of dangers around the home that they ignored the fact that it was playtime and continued their conversation with the teacher.
13. Behaviour is very good in classrooms and around the school. Pupils know the school rules on behaviour and are polite and kind to each other. They are expected to behave well and trusted to do so. Pupils repay this trust by playing together well and acting responsibly. Lunchtime in the dining hall is a pleasant social occasion where pupils chat happily. They are polite to each other and to adults. There were no exclusions during the previous academic year.
14. Pupils' personal development is very good. The school's very good provision ensures that pupils develop into mature and sensible young people as they progress through the school. They make the most of the opportunities provided for them to accept responsibility and to develop their independence. Pupils willingly carry out duties that become more demanding as they move through the school. Younger children have tasks such as taking registers to the office and looking after the guinea pig, whilst older pupils have responsibility for counting the school shop money, organising the books in the library and operating the compact disc player and overhead projector in assemblies. Relationships throughout the school are very good and make a significant contribution to its effectiveness.
15. The attitudes to learning and behaviour of pupils with special educational needs are very good. They take a full part in lessons and enjoy very good relationships with other pupils and adults. This was particularly evident in a Year 6 music lesson, when, for example, pupils took responsibility for ensuring that a pupil with special needs was fully included in their group activity, looking after his needs with care and enthusiasm. Such positive attitudes benefit all pupils and makes a clear impact on their personal development as they care for those around them.
16. Attendance is satisfactory. It is around the national average for primary schools and there is no unauthorised absence. Pupils are generally punctual for school.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

17. Based on the previous inspection report of 1997 there has been a good improvement in the quality of teaching. Teaching is now good overall. Thirty-two per cent of lessons were very good or better, 47 per cent were good, 16 per cent were satisfactory and five per cent were unsatisfactory.
18. The best improvements have been made in the foundation stage where teaching is consistently balanced between good (50 per cent) and very good (50 per cent) and in Key Stage 2 where 79 per cent teaching in lessons seen were judged good or better. Teaching in Key Stage 1 is satisfactory overall. The quality of pupils' learning is good in the foundation stage and in Key Stage 2. It is satisfactory in Key Stage 1.
19. The school has experienced staff changes in the foundation stage since the previous inspection and the quality of teaching and provision in all areas of learning is now greatly improved. Children in both the nursery and the reception class make a good start to their education and are taught very well. The planning of good early learning experiences and the high expectations of pupils' behaviour and work is a strength of the teaching in all classes in the foundation stage. It allows children to develop good learning skills and use their efforts well. Teachers and support staff provide an attractive and caring environment where children are secure in their learning and as a result they achieve well and make a good start to their learning.
20. The teaching of English is always at least satisfactory and in 78 per cent of lessons it is good or better. One outstanding poetry writing lesson was seen in a mixed ability Year 6 class. There is a higher percentage of good or better teaching in Key Stage 2 than in Key Stage 1. Pupils are taught the basic skills of literacy, such as letter sounds, very well in the nursery and reception classes and this is sustained at the same level in the Year 1 and 2 classes. In writing, however, pupils do not acquire new skills and increase their understanding as quickly as they do earlier. Although teaching of English is satisfactory overall in Key Stage 1, the match of pupils' tasks to their ability is not always carefully judged. Pupils are well supported in their tasks and although they achieve satisfactory standards they sometimes find it difficult to complete all the work set for them. Literacy skills are planned and taught well at Key Stage 2 in English and other subjects. As a result, pupils' learning is good and they achieve well. They work at a good pace in lessons and are productive with their written work across the curriculum such as history and science. Teachers have good subject knowledge in English. The school makes good use of the National Literacy Strategy and has adapted the structure well to raise standards of reading and writing at Key Stage 1 in particular. Throughout the school teachers choose a range of stimulating texts for study that interest and motivate pupils.
21. In the numeracy hour at Key Stage 2, teachers are particularly skilful at teaching pupils different ways to work out problems and number work in their heads. They encourage and support pupils well to explain their own methods of doing this for others in the class. Teaching of mathematics results in pupils showing good concentration in lessons and learning and practising new methods of working out problems. Teachers' expectations of pupils' are high and they receive a good degree of challenge according to their different abilities. This is not so much the case in Key Stage 1, where teaching in mathematics is balanced between satisfactory and unsatisfactory teaching. In an unsatisfactory lesson at Year 2, the teacher did not give sufficient thought to planning the whole-class mental session to lead pupils in small progressive steps. Questioning of pupils was rushed and did not extend pupils of different abilities or build sufficiently on what they already knew. For instance, addition of numbers to ten was too easy for the majority of pupils. When pupils worked

independently in a group, tasks were not matched well to the abilities of all pupils to allow sufficient progress to take place.

22. A strength of the teaching in Key Stage 2 is the quality of support that pupils receive. This is particularly the case in Years 5 and 6 where pupils are set into small focussed ability groups for English and mathematics. These sessions run smoothly, pupils and teachers are well organised. The system makes good use of the very good teaching expertise of the headteacher several times each week. It is accelerating pupils' progress in mathematics and English.
23. Staff maintain very effective control throughout lessons. Teachers and support staff have high expectations of pupils' behaviour and work. The pupils know this and respond accordingly to the good positive relationships that staff work hard to encourage. Teachers' enthusiasm and the time they are always prepared to give to pupils and their questions is appreciated by pupils and promotes a good atmosphere for learning to take place.
24. Support staff who work with pupils with special educational needs pupils are put to good use. They work effectively with individual groups to consolidate and extend pupils' learning. Individual educational plans are used to identify what pupils will learn over a period of time, but these are sometimes of limited value as targets for learning are too broad. Teachers and support staff use resources well to engage the interest and attention of pupils with special educational needs. They ensure that pupils are fully integrated into all lessons where at all possible and match learning materials and activities appropriately to the needs of individuals.
25. Pupils who have English as an additional language are fully included in all school activities. Through interaction with their teachers and other pupils, they learn and improve their English quickly. Although they have no specialist language support, their individual targets are matched to their specific needs for speaking, reading and writing.
26. Teachers show at least satisfactory knowledge of the National Curriculum. In ICT teachers make the best use of the resources available to them although these are limited and restrict what teachers are able to teach to pupils to increase their knowledge and understanding. Most teachers have good subject knowledge in literacy, mathematics and science. Co-ordinators are very knowledgeable in their subjects and support other teachers very well. Planning of lessons is usually good. It is particularly good in literacy, mathematics and science. Teachers give good introductions and clear explanations at the beginning of lessons and ensure that pupils know exactly what to do. Lessons generally move at a good pace and are structured and timed well to allow for a session of pupil involvement or activity. In the best lessons, these are given in short bursts into the short whole-class teaching time. This is good practice and allows pupils to practise and refine their new learning effectively and gives them confidence of their own knowledge before they begin a longer session of an independent activity. In an unsatisfactory science lesson at Year 4, the teacher did not have sufficiently clear objectives of what the pupils needed to learn and concentrate on in the lesson. As a result, the pupils become confused. From the nursery onwards teachers use language carefully and include appropriate subject vocabulary in lessons such as science, mathematics, music and physical education. This extends pupils' knowledge of vocabulary and comprehension well and increases their understanding. Lessons are well-organised and prepared. Teachers have resources ready well before lessons and they use them efficiently. For instance,

a teacher in Year 5 provided six groups of pupils with six different sets of apparatus and suggestion cards to investigate pitch during a science lesson.

27. Teachers use assessment effectively in lessons. Good systems of recording pupils' attainment are in place and this is an improvement since the previous inspection. Teachers use the results of these frequent and regular assessments for grouping pupils in lessons and for moving them forward in their learning. In lessons for older pupils, teachers often refer to difficulties that pupils have had, either as individuals or as a class with a specific piece of new work or learning. This helps to develop pupils' awareness of their own learning.
28. Homework and additional booster classes after school for older pupils supports pupils' learning well. Seventy- five per cent of parents who returned the questionnaire commented favourably about the amount of work given to pupils to do at home. Most parents who attended the parents' meeting felt that pupils had about the right amount of work to do at home. Inspectors' findings agree with this.

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

29. Throughout the school the curriculum is broad and balanced and relevant to the pupils. The curriculum for the children in the nursery and reception class is good. The quality, and range of opportunities given to pupils is good. In all subjects, except for information and communication technology statutory requirements are met. The school is at present unable to teach all the elements of ICT because it has insufficient equipment to do so and teachers have not yet received training. In the previous inspection information technology was weak and as the controlling and modelling elements of the curriculum were not taught it did not meet statutory requirements. The school is about to set up a computer suite with new hardware and so this unsatisfactory position is to be speedily remedied. Subjects such as art, history, physical education and geography have maintained their place securely within the curriculum during the period of relaxation. The curriculum is planned to ensure the pupils have appropriate first-hand educational experiences. Visitors are encouraged to come into school to talk to the pupils and pupils visit places of educational interest in the immediate and wider community. Curriculum planning is thorough and this is a strength of the teachers' work. Subjects have policies and some are currently being systematically updated; guidance for teachers to ensure that pupils cover what has been agreed as they move through the school, are currently being developed in most of subjects in relation to the new Curriculum 2000 and the national guidelines for subjects. The length of the school day is appropriate.
30. The school has enthusiastically and successfully embraced the National Literacy Strategy. It has amended the literacy hour format and has provided a separate reading session for the younger pupils at the start of the day and the older pupils after the lunch break. This refinement has enabled the school to maintain high standards in reading whilst being able to spend more time in literacy lessons focusing on the pupils' writing skills. Similarly, the adoption of the National Numeracy Strategy has produced good results evidenced in the results of the statutory tests for pupils at the age of 11. The Additional Literacy Strategy has been implemented well and has improved the skills of a small number of pupils in the lower juniors whose results fall below the national averages.

31. The school makes sound provision overall for pupils with special educational needs. There is an appropriate policy in place and clear procedures are followed to identify such pupils at an early stage in their education. Pupils benefit from effective support from appropriately experienced and trained support staff and specialist teachers. Class teachers, working with support staff, prepare individual education plans for pupils who need them. The majority of these plans, however, contain short-term targets that are too broad. As a result, learning activities for these pupils are not carefully matched to their needs and their progress is difficult to measure. Pupils, including those with statements of special needs, have equal access to the full curriculum. Statutory requirements for the assessment and review of those pupils with statements of special educational needs are fully met. Review meetings are used very effectively to evaluate pupils' progress and there are good opportunities for parents and pupils to contribute their ideas and comments.
32. There is equality of access and opportunities for all pupils. Pupils for whom English is an additional language are well catered for in the school and they have the same opportunities as their peers. Educational and social inclusion for all pupils is a strength of the school. All staff make strenuous effort to include pupils of all abilities and backgrounds into every activity.
33. St Giles' endeavours to provide a caring Christian environment in which the school provides a high standard of education where all individuals are valued and helped according to their needs. Inspection evidence shows that individuals are accepted for their strengths and weaknesses and encouraged to fulfil their own potential in the school's compassionate, guiding community. Pupils' personal development is addressed through a programme that includes personal, social and health education, drug awareness and sex education, to prepare pupils to play an active role as citizens and develop their confidence to do so. This is taught throughout the curriculum.
34. There is good provision for extra-curricular activities that enrich the curriculum; these involve many teachers who give much of their time out of school. The activities include art, sewing, Christmas crafts, cricket, recorders, cross-country and rounders and the Wednesday Club, which is a church based group. A good number of the boys and girls are involved in activities. There are many educational visits and visitors to the school, which make a good contribution to pupils' learning. Booster classes are run for the pupils in Year 6 on two evenings during the week, and these give pupils effective support and promote their study skills well.
35. Relationships with other schools are satisfactory. Links with the high school give pupils appropriate support as they prepare for the next phase of their education.
36. Provision to promote pupils' spiritual education is very good. Pupils explore their thoughts and feelings during school assemblies in prayer and reflection. There are also occasions for reflection built into the school day, for example, there are moments of stillness and quiet reflection which give the pupils time to gather their thoughts and to reflect on the busy schedule of life at school. There are opportunities in lessons where pupils have a chance to talk about their own feelings or in responding creatively when painting or listening to music. Pupils are pleased to talk about their work and their likes and dislikes. Pupils in Year 2 have a *ship of promises* with two of the pupils promising *to be kind* and *to try to be better*. This helps raise their awareness of how they can improve things for themselves and others. In discussion, pupils in Year 6 spoke about the recent outbreak of foot and mouth disease and thought compassionately about its effect on many people's lives. The school has a Millennium

Cross, presented to the school by the Bishop of Wakefield as a reminder of the celebrations of the 2000th birthday of Christ.

37. Moral development is very well promoted throughout the school. The school code which states; *Our school believes that we should work hard, behave sensibly, always be kind, caring and helpful, be polite, work, talk and move round the school quietly.* This provides a clear framework for a whole-school approach that is applied consistently throughout the school. Members of staff set good examples and the secure relationships within the school provide a firm basis for the development of moral understanding. Pupils are taught right from wrong, with the very youngest children in the school knowing what is expected of them.
38. Social development is promoted very well. Parents recognise that the social development of pupils is strongly promoted in the school. They feel that the school is active in helping pupils develop as rounded people and not only in encouraging them to strive for high academic standards. Social values are promoted well by adults throughout the school and pupils are encouraged to care and take responsibility for others. Pupils willingly accept responsibility, for example, when distributing materials in lessons, helping to organise school assemblies and in tidying up at the end of lessons. The school council is a very effective way of enabling the pupils to play an active part in the development of the school. Here the pupils, who have been voted onto the council by their peers, discuss a wide range of subjects, which they hope will improve the school still further. Initiatives raised during council meetings are wide ranging and include, seats for the playground and planting flowers outside the school. There are many contributions from visitors such as the local clergy, members of the governing body and the school nurse in the school. The school successfully promotes an atmosphere in which pupils are able to discuss important questions and concerns. The educational inclusion of pupils with statements of their special educational need supports pupils' social development and promotes very positive attitudes to pupils who have special needs.
39. Provision for cultural education is satisfactory. Pupils have a good understanding of the locality and the heritage of Pontefract. They study a range of artists and their works but these tend to be white European in origin. There is only a limited coverage of issues to prepare pupils for living in a multi-cultural society and at present this aspect of the curriculum is underdeveloped. News items and newspaper clippings are prominently displayed to broaden pupils' knowledge of recent happenings and worldwide issues. These news items are discussed in class and all pupils are able to voice their opinions on a wide range of topics. The range of educational visits is good and includes cultural experiences such as the visit to a Viking village, Eden camp, Elsecar Heritage Centre, and Cannon Hall. The pupils study a wide range of ancient civilisations and gain a good understanding of the life and times of the Ancient Egyptians and Greeks.
40. The school has built on the strong base at the time of the previous inspection and has further improved the provision for the pupils' personal, spiritual, moral, social and cultural development.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. The school has satisfactory procedures for ensuring pupils' welfare, health and safety and for child protection. Staff have a genuine concern for the well-being of all their pupils and have created an environment in which pupils are valued and respected. The governors and staff regard health and safety as a high priority and this makes for a safe and caring school. There is an annual health and safety inspection of the school by the local education authority and risk assessments have been carried out for all the significant risks in the day-to-day life of the school. Two members of staff are trained in first aid and parents are informed by letter when their child has suffered a significant injury at school.
42. Although the school's arrangements for child protection which follow those agreed by the local education authority are satisfactory, there is currently not a separate school policy. The designated person attends regular training, as do other members of the teaching and support staff. Mid-day support staff have not so far been included in this training and this is a weakness. However, all staff are aware of their responsibilities and know how to respond to any concerns noted.
43. As at the time of the previous inspection, there are good procedures for monitoring and improving attendance. Registers are marked in accordance with the legal requirements and registration is completed quickly and efficiently. Any absence not supported by a note or telephone call from the parent is followed up promptly and any problems or concerns are referred to the headteacher. The school is able to call upon the services of the education welfare officer, who provides good support where there is a concern about attendance or punctuality. An award is made each week to the class with the best attendance, and this helps to encourage good habits in attendance.
44. The school has very good procedures for monitoring and promoting good behaviour, making the school an orderly and pleasant community. This is an improvement in the position reported at the time of the previous inspection, when the procedures were judged to be good. The focus is on recognising and rewarding good behaviour, which encourages the majority of pupils to behave very well. Pupils know the school rules and are aware that good behaviour is recognised and rewarded. Pupils are encouraged to tell a teacher or other adult if they are being bullied and this, together with the action taken, deals effectively with oppressive behaviour. The evidence of the inspection, including parents' views, confirms that the school's procedures are successful in achieving the very good standards of behaviour observed.
45. Procedures for monitoring and supporting pupils' personal development are good. These are enhanced by teachers' good knowledge of pupils as individuals. Pupils' achievements are recognised and rewarded, and this has a positive effect on their attitudes. The school's personal, social and health education programme makes a good contribution to pupils' personal development.
46. The school has very good procedures for assessing pupils' attainment and progress. These are applied consistently by all teachers. Improvement since the last inspection has been very good. The school maintains detailed pupil records. It has worked very hard to build up coherent and manageable systems. These procedures also ensure the good ongoing assessment and educational inclusion of the school's population of pupils with special educational needs and English as an additional language.

47. In the foundation stage two assessments are made towards the end of the nursery year and these are compared with the results of national baseline assessments in reception. As pupils move up the school, teachers are given valuable time each July to share information, both academic and personal, with the next teacher. This ensures that pupils' time is not wasted at the beginning of the school year.
48. Information from national tests at ages 7 and 11 is supplemented by voluntary national tests for each year group in Key Stage 2, reading tests and internal assessments. Results are kept in a useful way which enables the school to track each pupil's progress from nursery to Year 6. Results are used well to help identify pupils who are not making the progress expected or those who may have special educational needs.
49. Assessment data is used successfully to set whole-school targets in literacy and numeracy for pupils in Year 6. Throughout the school, teachers' planning identifies clearly what pupils are expected to learn and notes on how pupils' achievements checked at the end of a lesson or series of lessons. Teachers make this type of assessment in most subjects at the end of each unit of work. In the main these are kept well.
50. The school uses assessment information well. Individual targets for each pupil are set every year in English and maths. They are shared with parents and pupils. Pupils also have short-term targets in English, maths and personal development. These are agreed with the teacher and pasted to desks. Pupils like this system and take their targets seriously.
51. Teachers know their pupils very well, both from formal and informal assessment. They often refer to previous successes or problems when introducing new work. This is effective in giving a context for pupils to reflect on their progress. Teachers try hard to use their knowledge to match work to ability and to provide challenge for higher achieving pupils. This is particularly successful in Years 3, 5 and 6. In some lessons, particularly in Key Stage 1, assessment information is not used as well to provide tasks at the correct level for groups of pupils.
52. Pupils who have statements of special educational needs are well supported in school. Their statements and reviews are regularly updated and the school implements the provision outlined in their statements. All pupils in school who have statements of special educational needs have a fair chance to take part in all aspects of the curriculum. The impact of support staff upon pupils who have special educational needs in the classroom is positive. The support staff have good relationships with the pupils and use this well to encourage and guide the pupils. They have a good awareness of the personal as well as the academic needs of their pupils, thereby helping to create a secure and safe environment. Good support is obtained from external agencies such as those for visually and hearing impaired pupils and for those with severe learning difficulties to conduct assessments and to provide resources, advice and support.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

53. Parents have positive views of the school and the vast majority are satisfied with the quality of education that their children receive. They consider that the school is well led and managed and that their children are making good progress. Most parents feel that staff are very approachable and that they respond well to any concerns that are raised. Social events are always well attended and raise large sums of money for the school.
54. Some parents feel they do not receive enough information on how their children are getting on, however, this is not the case. The school provides good quality information for parents. Parents receive regular newsletters containing useful information about school life and hints about how to help their children at home. Teachers produce information about curriculum plans for the forthcoming term and this ensures that those parents who wish to support their children's education at home are briefed about future lesson activities. The school organises regular curriculum events for parents on topics such as literacy, numeracy and the National Curriculum tests. The governors produce an annual written report for parents but several items of statutory information are missing from the report.
55. Pupils' annual reports are satisfactory and give useful information about what they have learned and what they need to do to improve. However, not all reports contain statements about how well the child has achieved in relation to national expectations. Parents have two formal opportunities each year to discuss their children's work and progress with class teachers, and they are encouraged to speak to teachers on other occasions if they have any concerns. The school consults parents from time to time on matters such as uniform and, where possible, responds positively to suggestions and concerns. Despite all this, a minority of those parents who responded to the questionnaire felt that they were not kept well informed about how their child was getting on. Inspection findings do not support their view.
56. Parents of pupils with special educational needs are properly consulted and informed when the school has an initial concern about a pupil. This ensures that parents are involved at the outset in the provision made by the school for their child. Where possible, parents are involved in activities to help their children at home. Those parents of pupils who have statements of special educational needs are invited to review meetings and have their views and opinions fully taken into account.
57. The school has worked hard to foster and maintain good links with parents. The contribution by most parents to their children's learning at school and at home is good and this helps pupils to make good progress. For instance, there is a thriving coffee morning and afternoon each week where parents can meet in a relaxed atmosphere and make new friends. A number of parents provide valuable help in lessons on a regular basis. Many parents support their children's learning at home by listening to reading and helping with spellings and tables.

HOW WELL IS THE SCHOOL LED AND MANAGED?

58. Overall the leadership and management of the school are very good. The headteacher provides very good leadership and with the effective support of the key management staff and the governing body gives a clear sense of purpose and direction for the development and improvement in the school. The headteacher has a strong commitment to high achievement and to the personal development of each individual pupil. This is much appreciated by almost every parent who replied to the pre-inspection questionnaire and all of those who attended the pre-inspection meeting. As a result, there are very good relationships throughout the school and a good climate for learning. The school has successfully addressed most of the issues arising from the last inspection. In particular, the teaching and the quality of provision for pupils in the foundation stage have been greatly improved. The school is raising the standards and providing a greater degree of challenge for the more able pupils particularly in Key Stage 2 in English, mathematics and science. It has developed very good procedures for checking all pupils' attainments and progress in the these subjects and makes very good use of them to match work more closely to the abilities of pupils. Although there is still underachievement in ICT, the school has made the best use of the hardware and software available and is now poised to improve with the very recent allocation of its share of government funding.
59. The school creates a sense of community amongst its staff, pupils and parents. As a voluntary aided Church of England school, it fulfils its mission statement well and is effective in providing a place with a very positive ethos that supports and stimulates pupils to learn and reflects the equality of opportunity for all.
60. The headteacher maintains a good balance between the strategic and monitoring elements of his role and he has a high profile in the life of the school. As a result, he knows exactly what is happening at all levels. He is involved in teaching regularly and takes his share of playground and lunchtime duties. He is available outside the school mornings and afternoons for parents. He supports and motivates pupils and teachers to achieve high standards and this commitment for raising achievement is shown in the realistic targets that have been set for the school in English and mathematics for pupils at 11 for the current year. The school analyses the results of statutory national and non-statutory tests at Years 2, 3, 4, 5 and 6 in English, mathematics and science. The headteacher and subject co-ordinators monitor planning and teaching and pupils' learning regularly in English, mathematics and science. All class teachers have observed teaching in classes above and below their own. These procedures enable staff to have a good understanding of pupils' progress. However, monitoring of subjects other than English, mathematics and science is just beginning in accordance with the school improvement plan. The co-ordinators' role is still developing and is in the early stages for several of the more recently qualified teachers. It has been taken on more enthusiastically and effectively by co-ordinators of some subjects than others. Where this is the case, such as in science, there has been a positive impact on the quality of teaching and pupils' progress and attainment.
61. As special needs co-ordinator, the headteacher ensures that pupils with special educational needs are fully supported in school and make progress in line with their age and ability. The aims of the school, and the Christian mission statement of including and respecting all children, impacts on the effective integration of pupils with special educational needs into all aspects of school life. Learning support staff are properly trained to support pupils in classrooms. However, the writing of individual education plans is done without the in-put of the co-ordinator and as a result, learning

targets are often too broad to be tracked and measured appropriately. Day-to-day management of the provision for pupils with special educational needs is satisfactory.

62. The governors are very committed to their role in the school and take their responsibilities seriously. Many play an active part in the life of the school, for instance, in the breakfast club and in the Wednesday club. They are well-informed and have attended recent governor training and performance management training. They have been a stable governing body since before the last inspection and have worked hard towards supporting the improvements identified at that time. They now take an increasing part in the management of the school. They have a good understanding of the areas where the school needs to improve and how this is to be achieved and have been aware and concerned at the late arrival of government funding for ICT resources. The governors have a secure committee structure that is reviewed annually. There are governors with responsibility for curriculum areas in literacy, numeracy, information communication technology, special educational needs and the early years who are supportive of the work of the school. Governors regularly review new curriculum policies by subject co-ordinators. The governing body fulfils most of its statutory duties and has been informed of the need to review their Annual Report to Parents according to national guidelines.
63. The school improvement plan is a useful working document and is based on an audit of the school's current position, its effective completion and the success criteria of the ongoing plan. The involvement of staff, governors, parents and pupils in formulating the plan ensures that the educational priorities identified provide a shared vision for the school's development. This is an improvement since the previous inspection. Targets are set and related to cost for the current year and the governing body is provided with regular budget updates at each of its meetings. Regular reports evaluate the extent to which priorities are achieved although the plan does not provide a clear view of the school's longer- term development.
64. The school has a well-established finance committee. It is kept well-informed by the headteacher and receives regular written updates on the school's budget. Financial priorities are firmly linked to the priorities identified in the school development plan. Until recently, the school has had a large but planned surplus. This has now been spent wisely on the very good improvements and equipment for the outside area for children in the foundation stage. A significant amount of money is currently available to augment the government's grant for computers and software in the school. Spending decisions are considered carefully by governors who take good quality and value for money into account. The school standards fund is managed well and funds are spent appropriately.
65. The school's performance management procedures and policy are in place and developing well. Teachers have received performance management and threshold assessment training. Professional development interviews have taken place and development targets are in place for all teachers. Targets are matched as far as possible to the school development plan. These are due to be reviewed and renewed for teachers at the beginning of the autumn term when procedures will also include support staff.

66. Induction procedures for newly qualified and newly appointed teachers are good. New teachers are given good levels of support and mentoring both within the school and through attending courses given by the local education authority. This helps them settle readily into the school. The newly qualified teacher has appropriate administrative time available.
67. The school has sufficient teachers to teach the National Curriculum although they have not received the most recent training for the latest developments in ICT. The headteacher has a 30 per cent teaching commitment and this enables the school to focus on the areas identified for further development. Pupils in Year 2 have extra support for two English sessions each week to enable the pupils to focus on improving their writing skills. The headteacher also teaches alongside the Years 5 and 6 teachers, which means three groups can be made from the two classes for Literacy and Numeracy for three sessions a week. This is having a very positive impact upon the attainment of these pupils. A part-time teacher gives pupils in Year 6 additional support one morning each week. Teachers have a range of qualifications and experience between them. The school provides extra funding to ensure that a high level of learning support staff are available to assist teachers in lessons with pupils with special educational needs. Support staff are well qualified and experienced. They are organised well in classrooms and make a positive contribution to the sound progress made by the pupils.
68. The non-teaching staff, including the secretary, lunchtime staff and caretaker personnel, are valued by the teaching staff and the pupils. Their hard work makes an important contribution to the life of the school. The school is kept to a high standard of cleanliness.
69. Accommodation is very good overall. The building is well maintained, with most rooms having a generous allocation of space. Each classroom has an area where the class may sit together and a shared resource area outside the classroom where pupils may work. There are two halls, one is a multi-purpose room and is used well for the library, a classroom and also the dining area. The other hall is used as a gymnasium and an area where the school can meet together. There is a resources room, which is soon to be developed as a computer suite and will provide good accommodation for this purpose. The school is built on one level with good access for pupils in wheelchairs and acoustics for those who have hearing impairment. The outside area for the children in the foundation stage has recently been completed and is excellent. It is very well equipped and has been thoroughly thought out. Good use is made of a covered passage area for a variety of shops and fixed soft outside floor covering is in place under climbing and balancing apparatus. Outside there is a large grassed area and hard areas for the pupils' play. There is a wildlife garden and seats for the pupils' use and reflection. The grounds are at present very colourful as the spring flowers come into bloom.
70. The school is well equipped with learning resources apart from the lack of sufficient computers. Now that the government grant has been allocated this is due to be remedied and the school plans to augment resources for ICT further. Resources are well organised and are readily available to all pupils and staff. Resources for the teaching of pupils with special educational needs are good. For instance, pupils with physical and hearing needs have all the latest equipment provided for them. The school ensures resources for those pupils who have differing statements of special educational needs are made available and involve a variety of external agencies when necessary to ensure that they are fully included in all curriculum activities.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

71. In order to build on the school's improvements since the previous inspection, to raise standards further, and continue to improve the quality of education, the headteacher, staff and governors should:

(1) Raise standards of attainment in mathematics in Key Stage 1 by

- increasing teachers' knowledge of the Numeracy Strategy and the small steps needed to support pupils in their learning
- monitoring teaching to ensure that work builds on what pupils already know and can do when they leave the reception class
- extending the opportunities for the more able pupils to provide an increased challenge.

(see paragraphs, 2, 3, 21, 100, 102.)

(2) Raise standards of attainment in information and communication technology at the ages of seven and 11 by

- ensuring that the recently introduced subject guidance is fully implemented and that the quality of teaching is monitored
- ensuring that teachers' receive the appropriate training to match the national guidance for the curriculum
- increasing the number of computers in the school to enable pupils to have sufficient time to develop their skills progressively.

(see paragraphs, 10,26, 29, 62,67,70,134, 135, 136,137.)

In addition to these key issues for action, the following issues should be considered by the school

- ensure that staff at all levels; including the midday supervisors and support staff are fully trained in child protection procedures and that there is a school policy in place
- improve the quality of the individual education plans for pupils on the register of special educational needs
- ensure that the governors' annual report to parents meets statutory guidelines

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	38
Number of discussions with staff, governors, other adults and pupils	42

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	29	47	16	5		

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	25	181
Number of full-time pupils known to be eligible for free school meals	N/a	42

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	0	44

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	21

Attendance

Authorised absence

	%
School data	6.5
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	8	21

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls	21	21	20
	Total	28	27	27
Percentage of pupils at NC level 2 or above	School	97 (97)	93 (93)	93 (100)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls	20	21	17
	Total	27	28	24
Percentage of pupils at NC level 2 or above	School	93 (100)	97 (100)	83 (93)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	18	9

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	14	15
	Girls			
	Total	20	18	21
Percentage of pupils at NC level 4 or above	School	74 (57)	67 (82)	78 (86)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	12	14
	Girls			
	Total	17	15	19
Percentage of pupils at NC level 4 or above	School	63 (68)	56 (61)	70 (57)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	1
Pakistani	4
Bangladeshi	
Chinese	
White	164
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9.1
Number of pupils per qualified teacher	22.3
Average class size	25.8

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	163

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	1

Total number of education support staff	1
Total aggregate hours worked per week	33

Number of pupils per FTE adult	26
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	348688
Total expenditure	337473
Expenditure per pupil	1569
Balance brought forward from previous year	34696
Balance carried forward to next year	45910

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	230
Number of questionnaires returned	64

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	33	5	0	0
My child is making good progress in school.	53	39	2	2	5
Behaviour in the school is good.	41	44	6	2	8
My child gets the right amount of work to do at home.	33	42	6	2	17
The teaching is good.	53	41	3	2	2
I am kept well informed about how my child is getting on.	38	42	13	5	3
I would feel comfortable about approaching the school with questions or a problem.	73	17	3	3	3
The school expects my child to work hard and achieve his or her best.	67	30	2	0	2
The school works closely with parents.	45	48	5	0	2
The school is well led and managed.	59	34	5	0	2
The school is helping my child become mature and responsible.	47	45	2	2	5
The school provides an interesting range of activities outside lessons.	34	31	9	5	20

Other issues raised by parents

Better communications are required on matters such as bullying.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

72. In the last inspection, the school was given the task of raising standards and quality in the nursery by matching provision to the planned areas of learning and reviewing the organisation and management of pupils. The school has worked hard to address this task. For example:
- curriculum planning for the foundation stage in both the nursery and reception is now good.
 - the organisation of activities is now very good.
 - resources for the foundation stage are now good in all areas. Outdoor provision for the personal and social and physical areas of learning is excellent.
 - in both the nursery and reception classes, the management and organisation of children is now good.
73. Inspection findings show that the provision the school makes for children in the foundation stage is good. Children make a good start to their education and achieve well. The overall good teaching in both classes is having a positive impact on children's learning. Teachers plan an interesting range of activities to ensure good progress in all the areas of learning. Assessments are used effectively to track the progress of individual children.
74. Children enter the nursery with below average skills, knowledge and understanding in all areas of learning. This is confirmed by the initial tests carried out in the school. However, by the time children are ready to enter Year 1, they achieve well and nearly all attain the early learning goals in the areas of learning. This is through good teaching linked to effective planning of tasks and activities. A particular strength of the teaching in both the nursery and reception classes is the clear and consistent expectation of both good behaviour and work. Children are always very clear about what they have to do and what is expected of them, so behaviour is very good and concentration levels are sustained. Staff use assessment opportunities to track individual progress and are, therefore, able to identify early any children who have particular difficulties.

Personal, social and emotional development

75. Nearly all children enter the foundation stage with below average skills in personal, social and emotional development. In the nursery and reception classes, there is a strong emphasis placed on developing personal independence. The good progress children make reflects the good quality of teaching and the importance the school attaches to this area of the curriculum. Consequently, by the time they enter Year 1, children are achieving the early learning goals in this area. Children settle into the nursery well and quickly become familiar with the school and classroom routines. This is a result of the good links made with parents before the children start school and the effective links made between the nursery and reception classes. A good example of the planned development of children's personal and social skills is the way children are encouraged to self-register as they come into the nursery each session. This effective strategy enables them to make a clear start to their day, then quickly settle to other activities. In the reception class, children's independence is further developed as they are taught by the teacher to have all the materials and tools needed

before tackling an activity. A good example of this is when older children independently get a spelling guidance sheet, plus a dictionary word list, before starting their writing activity. This then enables them to work unsupervised for a period and teaches them to develop good working habits.

76. In all activities, children work well with others and display a good attitude to their learning. They establish constructive relationships with other children and adults, both inside the classroom and around the school generally. Children show a developing sense of responsibility as they care for the guinea pig in the reception class, ensuring that food and water are replenished daily. They show respect for the pet, allowing it many quiet periods of rest. In the nursery, children are encouraged to look after indoor and outdoor plants. They particularly enjoy looking after the flowers recently planted outdoors in pots. Relationships are very good and this enables the children to explore and experiment with confidence and take full advantage of the good range of learning experiences available to them.

Communication, language and literacy

77. By the time children end the reception year they are nearly all achieving the early learning goals in this area of learning. Speaking skills develop particularly well. Early assessments identified this as a particular area of weakness, so as a result, children are given many opportunities to speak in more extended sentences. The speaking skills of many children are still quite immature, with some evidence of a restricted vocabulary, but improvements are clear from when they first enter the nursery and good progress is made. Children achieve well because teachers ensure that all children listen carefully to a story or instructions and they encourage them to give extended answers to questions. Role-play is used effectively to develop clear speech and extend vocabulary.
78. Listening skills are developed well through a variety of activities including story time, listening tapes and many incidental discussions throughout the sessions. All adults provide good role models as they demonstrate full attention and respect for what is said by other adults and by the children. Children follow this example as they listen carefully to what other children have to say in discussions, for example, about a character in a story.
79. Children enjoy looking at books and are eager to share stories with others. When listening to a classroom story, they listen attentively to the story of *Billy's Sunflower* and make relevant responses about both the story and the feelings of the main character. When reading independently, the older, higher attaining children in the reception class are fluent, competent readers. They read the title of the book, know that an author writes a book and an illustrator draws the pictures and have some understanding of the difference between fiction and non-fiction books. Early skills at using a variety of strategies to tackle unfamiliar words are already well established and are used successfully. Average and below average attaining children are developing good attitudes to their reading. They enjoy talking about their favourite stories and rhymes and are eager to take books home to share with their families.
80. Teachers provide children with many opportunities to write for a range of purposes. In the nursery, children are encouraged to write letters and invitations at a writing table. A variety of interesting resources are made available so that they are keen to practise writing their names using different pens and pencils. In reception, the older and higher attaining children are competent writers. They write simple sentences, often correctly using capital letters and full stops, in a neat, legible style. Average attaining

children write their own name clearly and neatly copy a short sentence beneath the teacher's writing. All children use a pencil correctly and form clear, recognisable letters.

Mathematical development

81. This area of learning is taught well. In the nursery, staff concentrate on developing correct concepts and in particular, developing correct mathematical vocabulary. In the reception class children are taught following guidance from the Numeracy Strategy, thus ensuring children are well placed to begin their National Curriculum work in Year 1. By the end of the reception year, nearly all children attain the early learning goals in mathematics. The teachers ensure children have opportunities to use mathematical skills and knowledge in many activities so that progress over time is good and children achieve well from when they first enter the foundation stage. Lessons and activities are well-planned, for example, in the reception class, a lesson on understanding money featured the use of real coins and a *shop* where children purchased priced items, then handed over the correct money to pay for them. In the nursery, counting rhymes and stories develop the knowledge and understanding of number. Early concepts of shape are developed as children use two-dimensional shapes to make a *shape snake*, with the teacher ensuring that children understand the correct names for shapes and use correct vocabulary to describe the properties of them. In both classes, teachers use resources well to provide children with interesting and enjoyable activities and as a result, good attitudes to learning are well established. The nursery nurse and learning support assistants are used effectively to give good support to small groups, ensuring that the children are kept busy and make good progress in their focus activity. The good teaching of basic number skills in both classes ensures children learn number activities competently, such as recognising and ordering numbers up to 20.

Knowledge and understanding of the world

82. Children enter the foundation stage with a basic general knowledge, but make good progress in their knowledge and understanding because of the good opportunities provided by the teachers. The curriculum provided is broad and enriched by the many visits out of school, so children learn from first hand learning experiences. A good example of this was the recent visit to look at the local environment and the park. Children in the reception class observed the houses and buildings in the local area, expressing their likes and dislikes. They looked carefully at the amount of rubbish in the area and as a result, on their return used recycled materials to make pictures and models of the houses and buildings they had seen. In the park, signs of spring were observed as children looked carefully at snowdrops, daffodils and tulips. Their observations were carefully and skilfully guided by the staff and as a result, children took note of the colours of the flowers, their shape and counted the number of petals. Children learnt that some flowers grow from seeds and some from bulbs. Back in the classroom, their own flowers were planted and prayers written to God to say thank-you for all the lovely flowers.
83. In the nursery, a wealth of experiences are provided for children to investigate and explore. Activities and resources are used well to promote interesting learning opportunities, for example, children were excited when using a large magnet to move metal objects and experienced a feeling of wonder as iron filings were seen to move as if by magic. Hand lenses were used to look very closely at many objects in the classroom, including the jewels in the teacher's ring. They have good opportunities to play with water and sand, investigating and experimenting with different containers.

Regular and planned opportunities to use the computer develop children's confidence in their ability to use the mouse to move the cursor on the screen. A range of programs develops their knowledge and understanding in language, mathematical and drawing skills. A strength of the teaching is the constant use of correct vocabulary to develop good language skills. Teachers and support staff encourage children to speak about their experiences and explain to others what they have found out.

Physical development

84. Teaching in this area is good and is enhanced by the excellent outdoor provision. Children make good progress in developing their physical skills and most children achieve the early learning goals by the time they enter Year 1. Learning opportunities are well planned and resources used effectively to enable children to handle construction equipment and jigsaws. They use scissors, crayons and paintbrushes with skill and confidence. These activities help children to improve their manipulative skills. Outdoors, children use the space with confidence. They share resources and equipment well with other children. They play safely on large wheeled toys, engaging well in imaginative scenarios as they *drive* up to a garage to fill up the car with fuel, or have another child check the wheels after driving up a ramp. Large climbing equipment is used effectively to develop skills in balancing, sliding and climbing.

Creative development

85. The teaching of creative development is good. Activities are well-planned, resources used effectively and support staff work with children in small groups so that knowledge and skills are developed thoroughly. As a result, all children make good progress and most achieve the early learning goals in this area by the time they enter Year 1. Children are provided with an interesting curriculum and in particular have the opportunity to experience a good variety of materials, tools and equipment. Basic skills are taught well, for example nearly all pupils mix paint independently to make shades and tones of other colours. An example of this was when children in the reception class were painting red tulips. They looked very carefully at the tulips, including looking inside the tulips, then mixed shades of green to carefully match the correct colour of the stems and leaves. This work provided an effective link with work in a science activity. In the nursery, a similar activity, skilfully managed by the nursery nurse, ensured children mixed paint to represent the green of an apple or pear. Language skills are constantly developed alongside these activities, as children are encouraged to describe what the texture of clay feels like, or to explain how they intend to cut out and stick felt on a backing paper to make a picture of a sunflower. In music, children sing songs with enthusiasm, developing early skills in rhythm and beat. They experiment with a wide variety of percussion instruments, or make their own instruments using bottles filled with various amounts of water, then listen carefully to the different sounds produced.

ENGLISH

86. Pupil's attainment in English is in line with the national average at the age of seven and above the national average at the age of 11. This is a similar position to the 2000 national test results for the pupils at the age of seven in writing and an improvement on their reading results and shows an overall improvement for the 11 year-olds. This is an improvement since the previous inspection when attainment for 11 year olds was average.
87. The school has put into place a range of successful strategies and raised the standards in reading to be above the average throughout the school. For instance, in Key Stage 1, a large number of adults endeavour to hear as many pupils read as they can during the first session every morning. There is a focus on writing during literacy lessons. The school has worked hard to evaluate its' strengths and weaknesses and to support areas it acknowledged as needing development. The setting of pupils by ability into smaller groups, including those with special educational needs, in Years 5 and 6 is having a very beneficial effect not only on the attainment of the pupils in the groups but also on the pupils' confidence and self esteem. Pupils participate very well in their lessons and their attitude to their work is impressive. The attainment of the pupils in English is rising but as yet it is not high enough, especially in writing at the age of seven, where the pupils attain the national average but none attain at the higher level (level 3). Pupils at the ages of six and seven make satisfactory progress but with more focused teaching and sharper tasks during lessons their attainment could be higher. Teachers are aware that they need to maintain and improve still further the levels of achievement throughout the school.
88. Speaking skills are developed through effective teaching and the many opportunities available for the pupils to develop their speaking skills. Children enter the school with generally under developed speaking skills, although they listen carefully. Teachers work hard to encourage pupils to answer questions and talk about their likes and dislikes. By the time they reach Year 2, pupils talk clearly about their books and their reading preferences. Older pupils in Year 6 talk about the recent outbreaks of foot and mouth disease and their thoughts on the newspaper coverage. They are able to articulate their thoughts and to build on others' contributions and take part in a lively debate.
89. Most pupils read fluently and accurately with good standards demonstrated throughout the school. Reading is well promoted and it is clear from pupils' attitudes that they enjoy their reading sessions. The positive impact of good quality reading books and guided reading books, carefully chosen has had a beneficial impact upon the standards and enthusiasm for reading. Children in the reception class show a range of attainments. All children regularly take books home to share with their parents or carers. Average and lower attaining pupils in Year 2 talk about the stories they are reading and use a range of strategies to tackle words that they find difficult. Lower attaining pupils are keen to read and show good levels of interest in their books. Pupils make good progress with reading in Key Stage 2. Above average and average attaining pupils demonstrating good fluency and a clear understanding of the text and the underlying themes of the books. They discuss their preferences and explain the reasoning behind their choices. Pupils read a range of books from school and home with Harry Potter being a firm favourite. A few of the lower attaining pupils decode words efficiently but lack expression in their reading. All the pupils talk about their enjoyment of reading at school and at home.

90. Standards in writing are average at the ages of seven and 11. Seven-year-olds pupils write for a wide range of purposes. A cursive style of writing is being taught and the pupils are given many opportunities to write in other subject areas. The most able seven-year-olds write well. When they answer questions they understand that they must answer in full sentences. They talk about using capital letters and full stops but the lower attaining pupils do not always use capital letters and full stops in their work.
91. In Years 5 and 6 the pupils' writing skills are developing very well. This is because of the opportunity the pupils have to work in small highly focused groups. It is also the result of very good teaching, which stimulates and excites the pupils. The teachers ensure a careful matching of tasks to the specific and individual needs of the pupils. The pupils write in a range of styles with their stories developing an exciting style with intriguing vocabulary. Punctuation and the use of paragraphs are generally correct and spellings show good levels of accuracy. The setting of pupils in Years 5 and 6 for their literacy lessons and the effect of the extra support given by the headteacher is having a positive impact upon the attainment of these pupils. ICT is used well to support the English curriculum as the pupils word process their work.
92. Some pupils in Year 2 have developed a cursive style of handwriting, they do not always use this style and prefer to print. Pupils' writing is generally clear and neat. Spelling of common words is accurate for the majority of pupils. The pupils work hard with their spellings and their good knowledge of letter sounds aids them in this respect. The older pupils use a wide range of punctuation accurately. Complex words are generally spelt correctly, because the pupils are willing to use their dictionaries as they work. Handwriting is generally clear and neat with work well presented. A few pupils lack sufficient fluency in their handwriting but their work is generally neatly printed.
93. Pupils' achievement is satisfactory in Key Stage 1 and good in Key Stage 2. Achievement is better in Key Stage 2 because the quality of teaching is better and the match of tasks for the pupils promotes better learning opportunities.
94. Teachers have good subject knowledge and this is demonstrated in the way they lead discussions with the pupils about their work. The school has fully adopted the National Literacy Strategy and it is consistently used across the school. Teachers generally share the learning objectives of the lesson with the pupils so that they are clear about what they are learning. In this way pupils gain a clear understanding of how lessons develop their reading and writing skills. Teachers generally have high expectations of the pupils and improvement and encouragement are actively sought. For example, in the Year 3 class, the teacher used whiteboards to help the pupils to improve and extend their sentences, based on their reading of an Indian legend. The pupils were keen to improve their work, to listen to each other's ideas and to adapt their own work.
95. In some lessons, generally in Key Stage 1, tasks are set for all the pupils in the class and the level of adult support for the pupils enables them to achieve appropriately. However, pupils do not always manage to complete the tasks set for them as they are sometimes over-faced by the amounts they are expected to do. In Key Stage 2, the matching of task to pupils is nearly always well done and pupils do better. This enables the pupils with statements of their educational need to be included within the work of the class. Teachers ensure, for instance, that pupils with visual and hearing impairment are well provided for in lessons. In Year 6, the class teacher demonstrated very high expectations of the pupils during a poetry lesson and she gave good levels of praise and encouragement as the pupils strove to meet her high

expectations. Teachers have very good relationships with pupils and actively encourage them to improve their work. For example, in the Year 5/6-group work, the headteacher encouraged the pupils to think of expressive words to use in their development of their story entitled *The Cellar*. He showed the pupils a clip of film and this carefully chosen piece of film demonstrated his point in a most enjoyable and entertaining way.

96. Teachers are skilled at choosing a wide and stimulating range of materials for their lessons. There is a wide range of quality *big books* and supporting sets of books to choose from. In Year 2, pupils were fully engaged in the story of *Katie Morag and her adventures and life on the Isles of Struay*. They learned the meaning of new words such as *pier* and *redundant* and talked about the story animatedly.
97. Teachers have a comprehensive bank of tracking and assessments, which they use effectively to watch pupils' progress throughout the school. In this way they are able to identify and target specific groups for development and improvement. The Additional Literacy support in lower Key Stage 2 gives effective support to pupils who have been targeted because they attain below the national average. Teachers mark the pupils' work regularly and make supportive comments. They indicate their spelling mistakes and how pupils could improve their work. In some classes pupils have individual targets and in one class pupils have a class expectation of the standards they will achieve at the end of the year. These strategies carefully focus the pupils on their learning and help them to improve. Spellings and reading are regularly set as homework at both key stages and pupils generally get help with these tasks at home.
98. Teachers regularly use literacy skills in the support of other subjects. In this way pupils have many opportunities to develop and extend their writing skills. For instance, pupils write about *The day in the life of a Jester* in a history lesson and write what they did in an experiments during science lessons. The range of good quality reading books throughout the school is wide and the number and quality of reference books in the library is satisfactory
99. English co-ordinators are enthusiastic and work effectively to bring about improvements in standards throughout the school. They monitor teaching throughout the school, give feedback to teachers in order to help and to encourage them to improve and develop their work. Additional adult support in lessons, setting of pupils, and Additional Literacy support have all been implemented in the school. The impressive amount of support and help offered to the pupils is beginning to have a positive impact upon the attainment of the pupils within the school.

MATHEMATICS

100. Results of national tests for 11 year-olds in 2000 show that pupils in Year 6 maintained the big improvement seen in 1999. Standards of attainment are in line with the national average for all schools and are well above the average when compared with similar schools. The percentage of pupils achieving the higher level 5 is well above the average for all schools. These results are confirmed by the work seen during the inspection. Standards of attainment in Key Stage 2 are above average. Success is due to enthusiastic and skilful teaching based on a good understanding of the National Numeracy Strategy and to pupils who listen well and work very hard. As a result, pupils' progress from Year 3 to Year 6 is also well above that found in most schools. All sections of the National Curriculum are taught; there is a good balance between the various strands. Boys have out-performed girls in recent

tests. The school is aware of this but monitors pupils' progress carefully to ensure that both boys and girls achieve their individual targets. Pupils with special educational needs make satisfactory progress and achieve in line with their individual targets.

101. In Key Stage 1 the most recent test results for seven-year-olds showed that pupils were below the national average when compared to all schools but in line with the results of similar schools. This indicates that pupils have maintained the improvement seen in the 1999 tests. The inspection judgement, based on lessons and work seen, is that standards at the age of seven are below the national average. Teachers do not build sufficiently well on the good work and pupils' achievements made in the foundation stage. This is due to the provision of work by teachers which is not always matched to pupils' ability and does not provide sufficient challenge. All strands of the National Curriculum are taught, although during the inspection there was limited evidence of work on measures, shape and space.
102. In Key Stage 2, teaching is always good and sometimes very good. This makes a good contribution to pupils' progress. One unsatisfactory lesson was seen in Key Stage 1, the other was satisfactory. Teaching in the foundation stage is good. Where teaching is good, or very good, the teachers have good subject knowledge and the confidence to encourage pupils to share their own ideas. This is seen in Years 5 and 6, where pupils give very clear explanations of their own ingenious strategies for multiplying large numbers or money. Teachers' expectations are high and pupils of all abilities are challenged, for example, in the Year 3 lesson where some pupils solved the difficult problem of using different scales on a bar chart. Teachers manage the pupils well, lessons are well prepared with lively explanations and searching questions. They use appropriate equipment and charts to illustrate the teaching of basic skills, as in the Year 4 lesson on fractions. Classes throughout the school have introduced small whiteboards, pupils like them because solutions can be tested quickly without fear of mistakes. These work well, they increase pupils' confidence and give the more able pupils opportunities to extend their thinking. Most teachers are at ease with the National Numeracy Strategy, lessons are well planned and build on previous learning. They use oral and mental work well to develop quick calculation and rapid recall skills. Pupils respond to this by giving clear reasons for their answers and using correct vocabulary. Even the younger pupils in Year 3 understand, *What is the product of?* and words such as *multiples* and *frequency tables*.
103. In Key Stage 1, one unsatisfactory lesson was seen in Year 2. In this lesson, pupils' progress was limited because the level of difficulty was not set correctly. For example mental work on numbers to 10 was too easy for many of the class but in some of the work, on *time*, the reading required was too difficult for the less able pupils. Scrutiny of the many completed worksheets indicates that the level of challenge is not always appropriate for groups of different abilities. Teaching in Year 1 is satisfactory, lessons are carefully planned and pupils work well. Marking and presentation are good. Nevertheless there are insufficient opportunities for pupils to move ahead, extend their thinking or apply new skills to real situations. For example, pupils who successfully completed a sheet with number bonds up to 5 were given more of the same, rather than a harder task with real objects. Overall, although teachers in Key Stage 1 work hard on their mathematics lessons, their expectations are too low. Pupils do not progress at the same rate as those in the foundation key stage or in Key Stage 2.
104. Pupils' presentation of work is usually satisfactory or good. In Years 3 and 6, it is very good. However there are insufficient opportunities for older pupils to describe the

process of mathematical discovery using numbers, diagrams and words. In this respect, their written work does not match their very good oral ability to discuss mathematical ideas.

105. There are some links with ICT, for example, in the graphs done in Years 2 and 5. In Year 3, pupils use a database, with help, in their work on animals. The use of mathematical vocabulary and high quality discussion in mathematics makes a good contribution to pupils' speaking and listening skills.
106. Pupils' attitudes to learning are consistently good throughout the school. Their teachers establish effective classroom routines that encourage pupils to listen and contribute, pupils respond to this eagerly. Pupils respect the contributions of others, they work together well when required and are understanding and supportive when friends make mistakes. In this they mirror the ways that teachers act. Pupils work very hard. They want to improve and do not waste time. Teachers have high expectations in terms of behaviour and effort, pupils concentrate and will work in silence when asked. They take care of equipment; damage or loss is rare.
107. Mathematics is led well with clear plans for continued development. Assessment is good and consistent through the school. It is generally used well to inform future planning. Data from national and other tests is analysed thoroughly and has guided decisions on where extra support should be given. However, assessment data at Key Stage 2 has received more attention than that for Key Stage 1. The co-ordinator has plans to correct this. Pupils in Years 5 and 6 have been partly taught in 3 ability groups since September 2000. This is working well. Pupils enjoy it and some very good teaching takes place in every group. Numeracy lessons have been monitored this year by the co-ordinator and headteacher. General and individual feedback is given, for example, the best use of short sessions at the end of lessons was identified for whole-school discussion. A good level of resources is available. Extra support in mathematics includes a stimulating after-school club for the older pupils. Classroom assistants and learning support teachers are well prepared and make a good contribution to learning in mathematics. Training by the advisory services has been effective. A recent course on calculation strategies has had a good impact on the quality of mental work seen in several classes.
108. Since the last inspection the school has successfully implemented the National Numeracy Strategy and responded to most of the key issues of the previous report. It has raised standards in mathematics for the more able pupils in Key Stage 2 and given more emphasis to oral work and challenging debate. Procedures for assessment are now very good. Overall, improvement since the last inspection has been good. The school is aware that it now needs to look at raising standards and expectations at Key Stage 1.

SCIENCE

109. Pupils' attainment in science is in line with the national average at the age of seven and above the national average at the age of 11. This is an improvement since the previous inspection for pupils at the age of 11 and is similar to the most recent test results. Pupils aged seven have maintained satisfactory standards since the previous inspection, although they have improved upon the most recent test results when teacher assessment of science showed standards to be well below average. No pupils aged seven achieved at the higher level 3 in 2000 whereas the number of pupils aged 11 reaching the higher level 5 was well above the national average.
110. Over the past three years, standards have risen consistently for pupils aged 11 in line with the national trend. In 2000, the school's results exceeded the national trend. This improvement in science is due to the very good leadership and management of the subject, the checking of pupils' attainment and progress and the good overall quality of teaching at both key stages.
111. In all classes there is no significant difference in the performance of boys and girls. Pupils with special educational needs are supported effectively by their class teachers and the support assistants and they make sound progress in developing their scientific skills in relation to their abilities. All pupils show a good deal of enthusiasm and interest in their science lessons. In all lessons their attitudes and behaviour are never less than good and are often very good and in one lesson they were excellent. This makes a good contribution to their learning.
112. Systematic scientific enquiry is a strength of the science curriculum. Throughout the school pupils learn to predict, observe and reflect what has happened. They make good detailed recordings of their enquiries. Pupils use a series of carefully structured recording sheets that are prepared by the co-ordinator and teachers to match the level of age and ability of different groups of pupils. These successfully detail, for instance, for the younger pupils what it is they want to find out, what they will change, look at and what they think they will see happen. They then record what they saw and found out. They are given good opportunities in their lessons and recording of their work to acquire a range of skills that enables them to explore their own ideas and collect a range of evidence effectively. For instance, in a Year 2 study of healthy food and healthy eating, pupils know which food is healthy to eat such as vegetables and fruit and that carbohydrates such as chips are not healthy. They observe the changes that take place in a cake mixture when it is baked, make predictions and suggestions as why the cake changed. Most pupils understand the need for a fair test when observing and testing surfaces to see which car travels the furthest. They complete a series of investigations over the year and cover all the areas of the curriculum thoroughly.
113. In Key Stage 2, most pupils continue to improve their skills, knowledge and understanding of science through a wide range and variety of familiar and interesting contexts. However, at neither key stage do pupils use information and communication technology sufficiently well as a source of information or for recording data from their scientific investigations. As a result of very good teaching, pupils in Year 3, including those with special educational needs, take a keen interest in and make very good progress during a lesson in developing further their understanding of a fair test to changing the variables during an investigation on drainage. This is linked very well to their study of habitats and food chains. They are able to consider the possible variables, make suggestions, use equipment well and give good explanations for what happens. Older pupils in Years 5 and 6 display good subject knowledge, for instance,

when investigating sound vibrations and how micro-organisms decay food. Pupils in Year 5 have a good understanding of how the ear works. They are confident in the use of technical vocabulary such as *decibels*. They carry out investigations assuredly. For instance, when exploring how the pitch of sounds varies according to the size and length of various simple instruments such as the height of water in a bottle, or the length of a straw. All Year 6 pupils keep diaries and are able to predict what changes will take place when a variety of foods are stored without refrigeration such as bread, cake, hard cheese, plums and cottage cheese.

114. Teaching of science is good overall, however, it ranges from very good to unsatisfactory. Teaching was equally balanced between very good or good in 66 per cent per cent of lessons, it was satisfactory in 12 per cent of lessons and unsatisfactory in the other 12 per cent of lessons seen. Teachers generally have good knowledge and understanding of the subject and teach the basic skills well. They receive good quality support from the co-ordinator for planning of lessons. They manage pupils well, explain and demonstrate carefully and question pupils effectively with open-ended questions. Teachers make lessons interesting and organise pupils well in their investigative work. They mostly structure lessons effectively to provide a good balance of discussion and demonstrations, practical activities, recording and summary discussions. In the unsatisfactory lesson seen in a Year 4 class, the pupils made very little progress in their learning because of a confusion between the objectives for testing for drying in different conditions and the use of different quantities of types of detergents. The lesson had an unsatisfactory balance for listening and involvement in practical activity and pupils were given insufficient opportunity to build on what they already knew and could do. Teachers encourage the use of scientific language successfully when answering questions. Teachers usually explain ideas clearly and briskly sometimes with a tingle of anticipation in their voices. In one Year 3 lesson, pupils were on the edge of their seats beneath a forest of hands when answering and giving good ideas for fair testing.
115. The leadership and management of the subject is very good. The co-ordinator has strong scientific knowledge and a passionate interest in the subject. She has worked hard in re-writing the school science guidelines to incorporate the most recent national guidelines. Monitoring of planning and teaching has taken place at Key Stage 2 and has contributed well to raising standards in most lessons. It is planned to take place shortly in Key Stage 1. Assessment of science is good. The results of pupils' national tests at Year 6 and the optional tests taken in Years 3, 4 and 5 have been carefully analysed although analysis of teacher assessment at Year 2 has not been undertaken. The co-ordinator who is also the ICT co-ordinator, already has plans in place for a fuller involvement of the use of ICT in science as soon as training and additional machines for ICT are in place.

ART AND DESIGN

116. The last time the school was inspected standards in art were average at the age of seven and below average at the age of 11. Since then, standards have improved throughout the school and they are now above average for pupils aged seven and 11. The main reason for this is that the teachers have worked hard to develop the pupils' skills and expertise as they explore and use a range of materials, tools and techniques. The teachers have successfully engaged the pupils' interests in painting, collage, fabric work, printing and sculpture and they are able to talk knowledgeably about the problems they encounter with their work. Their completed tasks show good

levels of care and expertise. Pupils with special educational needs sustain their tasks and are supported well by classroom assistants.

117. By the age of seven, pupils further develop the good colour mixing skills they have learnt in the reception class, where they use powder paint to create the exact colours they need for their work. Pupils show good levels of care and attention as they paint pictures of flowers onto a colour-washed background. Tissue paper collage work showing *Mr Grinlin's lighthouse* is an effective way of supporting the pupils' literacy lessons. ICT is used well to assist art lessons; the pupils create pictures of flowers and penguins. Pupils demonstrate good levels of control in the use of the mouse to produce their finished picture. In Year 1, pupils shape clay to make their *Wild Thing* clay monsters with gaping mouths, terrible roars, who gnash their terrible teeth and roll their terrible eyes! The finished clay work shows that pupils form a basic shape and then add imaginative features to provide texture to their initial form. Teachers provide a wide range of opportunities so that pupils develop and extend their knowledge and understanding of a number of different tools and materials.
118. By the age of 11, pupils talk about a range of artists and their work. They appreciate the work of artists who like bright colours as they study the work of Kandinsky, Matisse, Mondrian and Bridget Riley, creating their own brightly coloured works in their styles. Pupils use the work of Van Gogh as an inspiration for their collage work and use wool and felt to show their ideas and artistic interpretation of the chosen theme. In Year 4, pupils have produced subtly coloured paintings of Monet's water lilies; the level of skill in painting and quality of the finished product is admirable. Pupils' finished pieces are in a wide range of sizes and media, such as, paint, pastel and fabric work. During the sewing club at lunchtime pupils learn to knit, at present they are busy making a blanket for charity. Pupils also design and create cross-stitch samplers. The pupils talk knowledgeably about their work. For example, in Year 6, pupils are absorbed in making a printing block to make repeated patterns. They talk about the need to make sure that the raised part of their blocks are exactly level or else the print would not be effective. Older pupils in the Year 5 art club make reclining figures from clay and their work in this media shows good levels of observation and detail.
119. Good links with other subject areas are built into the pupils' work for example as they study the Victorians, they draw Victorian buildings and scenes using pen and ink and make decorative pictures using the Victorian skill of quilling. ICT is also built into teachers' planning and is used well to support pupils' artwork. During the inspection, no art lessons were observed but art is clearly taught well as the pupils talk enthusiastically about their lessons and the quality and quantity of work displayed around the school is good.
120. The art co-ordinator is enthusiastic about the development of the subject throughout the school. The policy and scheme of work give satisfactory guidance to the teachers and they are both being reviewed and developed. There are good arrangements for keeping samples of pupils' artwork, which show a clear development of skills and techniques. There are good levels of resources and they are stored well. Sketch books are used by pupils to support their artwork. The art co-ordinator has a clear view of the strengths and areas for development of the subject and regards the work of artists and craftworkers from other cultures as an area for the school to develop.

DESIGN AND TECHNOLOGY

121. During the inspection no design and technology lessons were observed. However, from the examination of pupils' previous work, teachers' plans and talking to pupils it

is possible to make a judgement. All pupils, including those with special educational needs, make satisfactory progress against their previous levels of attainment. Standards of attainment for most pupils at the end of Key Stages 1 and 2 are what would be expected for their age. Standards in design technology were a key issue in the last inspection. The judgement at that time was that although attainment was average, progress was limited by lack of opportunities. A new programme of work, based on national recommendations, has now been introduced to put this right. There is clear guidance on the work and skills to be covered in each year. Examples of planning and evaluation sheets are included. From the work seen, all pupils are now enjoying well-planned design and technology lessons. Progress since the last inspection has, therefore, been good; the school is well placed to broaden pupils' experience further and to raise standards.

122. All pupils have a good introduction to design technology in the foundation stage. Teachers set high standards in the first steps of using tools, joining materials and choosing finishing techniques. For example, in well-made and individual robots, puppets and buildings. Pupils continue to make products such as a picture frame in Year 3 and moving toys in Year 5 and most do so with success due to the good support by teachers and assistants. In Key Stage 1, pupils enjoy making toys, glove puppets and homes. Some of this work, from the beginning of the year, is planned by adults and pupils have insufficient opportunities to use their own ideas. However, teachers plan to include more elements of design and evaluation in the next project. By Year 3 and 4, pupils' picture frames and money holders show that sufficient time is being given to planning and discussion. The finished products show a variety of interpretations using different materials. Pupils begin to evaluate, *If I make it again I would...* They are taught to consider other peoples' needs and preferences in Key Stage 2, for example, in the bread and sandwich work in Years 3 and 5. A policy of adding chocolate chips to everything made this task especially popular in Year 5. All elements of designing making and testing are present in the good Year 6 work on building shelters and making shoes. Pupils communicate their ideas clearly, work carefully with tools and materials and consider what works well and what needs to be improved. Through the school, some use is made of computers, for example, in making charts of a survey. There are appropriate links with science and art.
123. The headteacher acts as co-ordinator and has supported the subject well since the last inspection. The new programme is manageable and meets all National Curriculum requirements. Resources are adequate and are being increased to give pupils more options in the design tasks. Assessment is good, planning is monitored but systematic observation of teaching has not yet taken place. Leadership has been effective in encouraging and supporting teachers and setting realistic priorities. The school recognises and is currently addressing gaps in pupils' experiences in using mechanical and electrical components and in using ICT. Pupils' knowledge and understanding in these areas is unsatisfactory because of their limited experience. These have been identified as areas for development.

GEOGRAPHY

124. Judgements on geography are based on class planning records, discussions with pupils and teachers, photographs and a detailed scrutiny of completed work. A limited range of recent work was available. This is because many classes allocate more time to geography during the summer term, when the curriculum is enriched by visits. However, the work seen indicates that pupils make satisfactory progress through both key stages. This is the same as in the previous inspection. Standards of attainment in geography remain in line with expectations. Pupils with special educational needs follow the same curriculum and are well supported.
125. A new programme of work, based on national guidelines has been introduced to ensure that skills and knowledge are developed progressively. For example, pupils in the nursery and reception classes learn about their local area with visits to a farm, library, supermarket, the mining museum and a local park. They use these experiences in their talking, writing, drawing and mathematics. Pupils in the reception class make very good models of streets and homes. In Year 3, pupils extend this local study and develop an understanding of the idea of scale in maps. They use a street map as well as talk about places in a wider area. They understand mapping symbols and some keys. This learning is continued in Key Stage 2 as classes look at land use and compare localities in the Year 5 visit to Robin Hood's Bay.
126. The previous inspection found pupils' geography skills better than their knowledge. From conversations with a sample of pupils in Key Stage 2, knowledge has improved. Most could find and identify some cities and features in Britain, Europe and the world. Pupils in Year 6 were very well informed on the areas affected by foot and mouth disease, both in Britain and in Europe. They understand that these are sometimes interdependent, as in the Year 5 work on the imaginary, *Caustic Chemicals plc*.
127. Older pupils, including those with special educational needs and statements of need, have the opportunity to discuss environmental issues such as transport, pollution, health and employment. Through effective questioning, teachers take care to ensure that all pupils are involved in discussions.
128. There are useful links with other subjects. These include art, for example where pupils have made detailed line drawings of buildings in Year 6 and in English at Year 5 where pupils have written letters to persuade officials on environmental issues. However, there is insufficient evidence in the current term of pupils presenting their geography findings fully in drawings, writing or map-making. The limited amount of work available includes some undemanding entries on prepared worksheets. These do not reflect the quality of discussion seen in other subjects, or the ideas that pupils can talk about and this is an area for improvement
129. Assessment in geography is good. The pupils' understanding and skills are assessed at the beginning and end of every topic. This is to ensure that activities are planned at the right level of difficulty and also to test the success of the teaching. Resources are adequate and include some useful aerial photographs. The school makes good use of the local area, including the school grounds. The new school council was recently involved in decisions on improvements and the best use of this space. Teachers work as a team to develop the subject throughout the school. The co-ordinator provides support in this process, for example, in leading a period of consultation as the new programme was adapted to fit with other subjects. She has attended courses, for instance, on policy writing. She has not yet had the opportunity to monitor the quality of teaching and learning.

HISTORY

130. Pupils' standards in history at the age of seven are average and at the age of 11 their standards are above average. At the time of the last inspection standards were average at the age of seven and 11 and so standards are better now at 11. The standards the pupils' achieve at 11 reflect the significant amount and quality of the pupils' work observed during the inspection.
131. By the age of seven, most pupils develop their knowledge and understanding of people in the past and how they lived. They have a clear understanding that these people lived lives very different from their own. Pupils in Year 1 who visited Elsecar Heritage Centre learnt about work in a Victorian classroom. They role-played a physical education lesson, playtime and work in a classroom and through first-hand experiences developed an understanding of life at school in the Victorian times. Pupils in Year 2 thought about the men in the First World War and how the nation remembers the dead from all wars on the 11th of November each year. Through stories of people such as, *Guy Fawkes*, the pupils learn about important people from the past.
132. By the age of 11, the pupils have a good knowledge of different periods of British history. They develop a sound understanding of life during Viking, Tudor and Victorian times. In Year 5, they study the times and lives of people in the 1960's including the music and impact upon Britain of *The Beatles*. The pupils learn about the history of Pontefract and understand that Pontefract Castle is the second largest castle in the country. They learn and write about the lives and experiences of people who would have lived in the castle when it was first built. They study the Ancient Egyptian and Greek civilisations and come to understand the legacy of these times upon our lives today. The emphasis in all lessons is one of finding out information from a wide range of sources. This helps pupils develop an understanding of how people from the past lived and the homes and environment in which they lived. Good illustrations and accurate guidance encourage the pupils to careful observations and well-considered deductions.
133. Teaching throughout the school is clearly rooted as far as possible in first-hand enquiry. To support this policy of learning teachers organise visits to a wide range of educational venues, for example Eden Camp, Cannon Hall, Pontefract Castle and a Viking Village. Here the pupils gain further knowledge and understanding of these periods through role-play, examining artefacts from the past or obtaining ideas of life in the past by close observation of documents. The good use of timelines clearly fixes the pupils' learning in the correct chronological sequence.
134. The subject co-ordinator is enthusiastic and has good ideas for the further development of the subject throughout the school. She is evaluating the new scheme of work and matching resources and artefacts to the areas being studied. The policy and the scheme of work are to be reviewed during the year.

INFORMATION AND COMMUNICATION TECHNOLOGY

135. Standards in ICT at the age of seven and 11 are below expectations. This is a similar picture to that found in the previous inspection. The school has, therefore, made unsatisfactory progress on the issues identified for improvement in the last inspection. The school has been unable to move forward and improve standards, because national grant funding has not been available to allow the school to purchase the necessary hardware and software to teach the full national curriculum. This is due to be made available in the Autumn term of 2001. Staff training has also not taken place because of unsatisfactory resources, so teachers' confidence is variable. Consequently, pupils have not received the full curriculum and skills have not been taught in a progressive way. Pupils lack the necessary skills within ICT, and do not have the knowledge and understanding to use it to support their learning across all subjects of the curriculum.
136. The school has clearly recognised all the weaknesses in their current provision for ICT. It has a good plan in place to move the school forward rapidly once the new resources become available. There are clear procedures and curriculum guidelines in place and staff training will take place as soon as the national grant funding becomes available. The potential for improvement is therefore good and standards are set to rise rapidly once new resources are in place and staff training has been undertaken. The school does what it can with the resources it has and good examples of pupils' work from the reception class to Year 6 are displayed. Pupils with special educational needs have frequent access to computers and some older pupils with statements of special educational needs work confidently on individual lap top computers.
137. Pupils in Key Stage 1 develop basic word-processing skills and their knowledge of how to use the computer keyboard. They use programmes to make simple bar charts and graphs to support their work in mathematics. In art, programs are used to increase skills for drawing and painting. Older pupils in Key Stage 2 refine their word-processing skills, with most pupils being able to compose stories and poems, change the size and style of fonts to present their work and use a spell checker to edit their writing. Research skills are used as pupils use a CD-ROM to find out about the human body, for example, or to access information about the Tudors in their history studies. However, pupils in Year 6 cannot successfully use a data base, a spreadsheet or write a set of instructions to control an external device. Pupils ICT skills are at a low level and they lack confidence.
138. No direct teaching was seen in ICT during the inspection to enable an overall judgement to be made. Discussions with pupils and teachers' planning show that teachers in both key stages use what resources are available to provide pupils with regular access to computers. The quality of work on display in corridors and in folders of pupil's work indicates that good quality work is regularly produced. Where possible, computers are used to support learning in other curriculum areas, for example in the generation of graphs in mathematics and science.
139. The subject co-ordinator has carefully analysed, the standards that pupils are currently achieving in ICT across all year groups. A careful analysis of the present level of teachers' subject knowledge has also been undertaken and a very thorough action plan for future development has been written. Realistic and achievable targets for raising standards have been set. Consequently, the co-ordinator provides good leadership and management in the subject and when new resources become available, standards are set to rise quickly.

MUSIC

140. Pupils throughout the school attain the standards expected for their age and enjoy their music making activities. This is similar to standards attained at the last inspection although pupils now have increased opportunities to develop their skills in listening to and appraising music and in composition work. Music is an integral part of Collective Worship and is used well for reflection time at the beginning and the end. Each class has the opportunity to choose appropriate music and pupils listen carefully when it is played. Pupils experience a variety of music for performance in dance and movement lessons.
141. In their music lessons pupils have the opportunity to listen to and appraise a wide range of music played on a wide range of instruments from the nursery onwards. Listening and appraising is planned systematically into the school music guidelines for all year groups. Music from different cultures such as Australian Aborigine music and Asian and African music as well as a wide range of music by modern and past Western composers such as Mozart, Handel, Copeland and Andrew Lloyd Weber, is included in the curriculum.
142. Pupils enjoy their lessons and behave very well. This promotes sound learning. This took place in a Year 1 class when pupils explored the use of different sounds made by clapping and using other sounds they invented with their bodies to match those shown on sound cards held up by the teacher. Pupils work well in a group, for instance, in a Year 2 lesson when pupils memorised accurately the complicated rhythm patterns for nursery rhymes. They practised and refined clapping the rhymes together, and in time, to perform them for another group to recognise. This was a challenging task for the pupils who sustained their concentration well.
143. As a result of good confident teaching, 11 year-old pupils were successful in creating a piece of music for percussion instruments and scoring it graphically for a performance. They chose from a wide range of instruments to create the different sounds they wanted and learned how to use silences effectively in their composition work. Through practising their compositions, they recognised that *sentences* in music give better effects when they are contrasting. Pupils' behaviour and attitudes were very good in this lesson. They listened well to each group's performance and commented sensibly on what they heard and made suggestions for improvement.
144. The inclusion of pupils with special educational needs is very good in music lessons throughout the school. They are well supported by teachers, classroom assistants and other pupils who have a well-developed understanding of how to assist them so that everyone appreciates, enjoys, and takes a full part in compositional work and in music making.
145. The quality of pupils' singing in the school is good although the pupils' repertoire does not include a wide breadth of songs. Pupils sing hymns and a range of lively religious songs very well. In Key Stage 1 they sing very tunefully and memorise words and actions quickly. They particularly enjoy singing songs with a verse and a response.
146. The quality of teaching is satisfactory overall. Teachers are confident and have sound subject knowledge. They teach class music lessons effectively and use resources such as taped and recorded music and percussion instruments well. They plan and prepare lessons successfully to develop pupils' skills such as rhythm and simple notation but could include a wider variety of songs for pupils to learn. Teachers often

choose to link music into a topic such as the Tudors in history or water and vibrations in science. This makes lessons interesting and meaningful for the pupils. Teachers organise and manage pupils well and give good opportunities for them to work in a group. This helps pupils' social development.

147. The management of the subject is satisfactory overall and the co-ordinator has good expertise in teaching music although she has not had the opportunity to monitor and evaluate the quality of teaching. She supports staff well and has produced useful school guidelines. These are due to be reviewed shortly to incorporate the recent national guidelines which should support teachers further. A small number of pupils learn to play the recorder but there are few opportunities for pupils to learn other instruments or to experience live music from visiting professional groups which would extend their musical knowledge. The school choir assembles regularly on an intermittent basis to perform in community events.

PHYSICAL EDUCATION

148. Standards in physical education are in line with expectations at the end of both key stages. There is no significant difference in the standards achieved by boys and girls. This represents an improvement in Key Stage 1 since the last inspection when standards were judged to be below expectations. The quality of teaching, the coverage of the national curriculum in dance and the progress made by pupils were found to be unsatisfactory. The school has since worked hard to address both standards and the quality of education provided in Key Stage 1. For example,
- the quality of teaching is now good. Teachers in Key Stage 1 now work to the new school and national guidance for physical education and as a result, provide a broad and balanced curriculum.
 - all pupils now study dance as part of their physical educational studies.
 - the progress made by pupils is now good in many lessons and they have positive attitudes.
 - the standards reached by pupils in Key Stage 1 are now typical of those for pupils at the ages of seven and 11.

This represents good improvement since the last inspection.

149. Inspection findings indicate that all pupils, including those with special educational needs, make satisfactory progress in their learning over time, with good progress seen in many lessons. The school makes sound provision for swimming and nearly all pupils achieve their 25 metre certificate by the time they leave school, with many pupils achieving considerably more than the required standard.
150. By the age of seven, pupils develop sound games skills. Teachers use the warm-up part of lessons effectively, using music well to increase pupils' attention and response. Basic skills are taught well, for example, how to hold a small bat correctly when demonstrating striking skills. As a result, pupils succeed in their lessons and are proud of what they achieve. Pupils try hard, practising their skills with others. They accept new challenges well and because relationships with other children are good, they work well in pairs and small groups to try out new skills. Learning support staff are used effectively to give support to pupils with special educational needs, ensuring that the pupils are fully involved in lessons and make similar good progress.
151. By the age of 11, in dance lessons, the quality and control of movements is good. Pupils work very effectively in pairs to plan their actions. They listen well to others

when evaluating performance skills. Most pupils use space in the hall confidently when working through a sequence of movements, demonstrating a fluency in their steps. Teachers use music to good effect, for example, pupils in Year 5 respond imaginatively to music from *The Titanic*. They interpret the music to show the movement of waves. All pupils concentrate on their activities, showing good attitudes to their learning. Behaviour in lessons is always good and often very good. Relationships in school are very good and one result of this is that pupils are able to evaluate the performance of other pupils in a positive way. They offer effective support and guidance, which helps to improve the skills of all. Support staff are used effectively to include pupils with special educational needs in all activities. Pupils with statements for physical needs are well supported by being provided with activities in line with the physical targets set for them.

152. The quality of teaching is good overall. Teachers manage pupils and activities well, ensuring pupils are attentive and responsive to instructions. Lessons are planned to stimulate pupils' imaginations. Support assistants are used effectively to give support to those pupils with statements for special educational needs, ensuring that they receive a suitable curriculum. The most effective teachers dress appropriately for lessons. This sets good examples for pupils. Sometimes however, warm-up sessions are not vigorous enough and pupils rarely get out of breath, therefore missing the point of the exercise. While teachers make informal assessments of pupils' skills during lessons, and provide good feedback, they do not make formal assessments of how well pupils are achieving.
153. Leadership of the subject is satisfactory. New staff guidance has been written following the national guidance. This now gives good support to all staff and ensures that skills are taught in a progressive way. The school provides a broad and balanced curriculum and boys and girls have equal opportunities to participate in all activities. There is a satisfactory range of extra-curricular sporting activities. As yet, the school does not offer pupils the opportunity to take part in a residential visit to develop outdoor education, but the school does plan outdoors and adventurous activities as part of the curriculum. Resources for the subject are satisfactory and accommodation, including the indoor gymnasium and outdoor provision for games and athletics, is good.