

INSPECTION REPORT

HOWDEN JUNIOR SCHOOL

Howden

LEA area: East Riding of Yorkshire

Unique reference number: 117854

Head teacher: Mr T J Wilkinson

Reporting inspector: Mr D Hardman
17794

Dates of inspection: 4th – 7th June 2001

Inspection number: 214423

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

© Crown copyright 2001

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

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 - 11
Gender of pupils:	Mixed
School address:	Hailgate Howden East Riding of Yorkshire
Postcode:	DN14 7SL
Telephone number:	01430 430385
Fax number:	01430 430812
Appropriate authority:	The governing body
Name of chair of governors:	Mr G M Earl
Date of previous inspection:	June 1999

INFORMATION ABOUT THE INSPECTION TEAM

OIN	Team members		Subject responsibilities	Aspect responsibilities
17794	Mr D Hardman	Registered inspector	Mathematics	What sort of school is it?
			Information and communication technology	The school's results and achievements.
			Art and design	How well are pupils taught?
			English as an additional language	How well is the school led and managed?
				What should the school do to improve further?
12536	Mrs S Bullerwell	Lay inspector		Pupils' attitudes, values and personal development.
				How well does the school care for its pupils?
				How well does the school work in partnership with parents?
30834	Mrs A Lowson	Team inspector	English	
			Religious education	
			Music	
			Design and technology	
			Equal opportunities	
8070	Mr J Haves	Team inspector	Science	How good are the curricular and other opportunities offered to pupils?
			History	
			Geography	
			Physical education	
			Special educational needs	

The inspection contractor was:

Eclipse (Education) Limited
14 Enterprise House
Kingsway
Tem Valley
Gateshead
NE11 0SR

Tel: 0191 487 2333

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

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

REPORT CONTENTS

Page

PART A: SUMMARY OF THE REPORT

5

Information about the school
How good the school is
What the school does well
What could be improved?
How the school has improved since its last inspection
Standards
Pupils' attitudes and values
Teaching and learning
Other aspects of the school
How well the school is led and managed
Parents' and carers' views of the school

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

10

The school's results and achievements
Pupils' attitudes, values and personal development

HOW WELL ARE PUPILS TAUGHT?

12

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

13

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

15

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

16

HOW WELL IS THE SCHOOL LED AND MANAGED?

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

19

PART C: SCHOOL DATA AND INDICATORS

20

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

24

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Howden Junior School is an average size school situated in the town of Howden, near Goole in the East Riding of Yorkshire. It serves a wide geographical area, there is a broad social mixture in the school and the full range of ability is represented. Many pupils' attainment on entry to the school is in line with that expected for their age. There is an increasing number of pupils joining the school throughout Key Stage 2; for example, approximately 14 per cent of pupils in the school joined or left at times other than the normal entry dates. There are 85 boys and 135 girls currently on roll. There are a small percentage of pupils who have English as an additional language and few from minority ethnic groups, both are below the national average. Approximately 8.5 per cent of pupils are eligible for free school meals, which is broadly in line with the national average. Twenty seven pupils have been identified as having special educational needs, this is below the national average and 1 has a statement of special educational need, which is in line with the national average. Most pupils with special educational needs have moderate learning difficulties.

HOW GOOD THE SCHOOL IS

Howden Junior School is a good school, which has made good progress since the last inspection and no longer has serious weaknesses. The leadership and management by the head teacher, deputy head teacher, key staff and governors are very good. By the age of 11, pupils' attainment in mathematics, science, art and design, music and history is above the level expected for their age, in all other subjects pupils' attainment is in line with the level expected for 11 year olds. Pupils' results in the National Curriculum tests in 2000 were an improvement on the previous year. Pupils achieve as well as could be expected in relation to their previous attainment and standards are rising because of good teaching and pupils' good attitudes. As a result, the school gives good value for money.

What the school does well

- The leadership and management of the school by the head teacher, deputy head teacher, key staff and governors are very good. Very good financial planning supports educational priorities.
- The quality of teaching and learning is good and, by the end of Year 6, pupils achieve well when compared with their previous attainment.
- Good teamwork by staff encourages very good relationships. As a result, pupils have good attitudes to their work and school life.
- The provision for pupils' spiritual and cultural development is good, it is very good for social and moral development.
- Procedures for assessing pupils' attainment and progress are very good and make a significant impact on raising standards.
- The procedures and provision for pupils with special educational needs and English as an additional language are good. As a result, these pupils make good progress.

What could be improved

- The consistent use of classroom based computers to extend and build more effectively on pupils' skills learned in the new computer suite.
- The designated wildlife area to support pupils' work in other subjects, particularly science.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has continued to show good and sometimes very good progress in resolving the issues raised in the last inspection in 1999. Staff have built successfully on the positive findings

of an inspector from OFSTED in October 2000. The school has established, and uses well, a clear system for planning the curriculum that ensures that teachers are more secure in what they are to teach in each subject. As a result, teaching and learning continue to improve. There has been very good progress in refining the school's assessment procedures, which are now used well by teachers to guide their planning of lessons or series of lessons. This means that work is better matched to pupils' abilities and previous knowledge and understanding. As a result, pupils' attainment has been raised and they are making better progress, especially in the core subjects of English, mathematics and science. The establishment of a computer suite has greatly improved the opportunities for pupils to use up to date resources and the high quality teaching in the suite is rapidly improving pupils' skills. However, computers in classrooms are not used consistently to further develop pupils' skills in the subject. The school needs to be more rigorous in implementing the systems in place to ensure that these classroom based computers are used effectively.

The quality of leadership and management throughout the school has improved significantly since the last inspection. The head teacher has worked closely with the governors and colleagues with a planned programme to improve the quality of leadership in the school. The senior management team, in partnership with the governors, has a positive impact on deciding the future direction of the school and there is a good system in place to evaluate the success of the school's priorities. The school now complies with the requirement to provide an act of collective worship every day and the high quality provision during assemblies is having a positive impact on pupils' learning. Staff, parents and governors have been included in the revision of the school's aims and very good progress has been made on this issue. Governors are fulfilling their role very well, they have taken very effective steps to deal with the key issues identified in the last inspection and the school ensures that parents are kept well informed of school matters by the production of regular newsletters.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	E	D	D	D	well above average A above average B average C below average D well below average E
mathematics	D	C	C	C	
science	E	C	C	C	

The table shows that in the 2000 National Curriculum tests for 11 year olds the school's results were below average in English and average in mathematics and science. When compared to similar schools, pupils' performance was average in mathematics and science but below average in English. Inspection evidence shows that standards have improved and reflect the good teaching and learning for pupils in the school. By the age of 11, pupils' standards in mathematics and science are above the level expected for 11 year olds and in line with the level for English and information and communication technology. Religious education is taught well with a structure that follows the Agreed Syllabus and all pupils gain good factual knowledge about a variety of faiths and reach standards that match the expectations for their ages. Since the previous inspection, pupils' attainment has improved in virtually all subjects. For example, pupils' attainment is above the level expected for their age in art and design, music and history

and in line with the level expected in design and technology, geography and physical education. The school analyses the results of tests well and these show that pupils who sat the National Curriculum tests in 2000 made good progress during their four years in Key Stage 2. The school's implementation of the National Literacy and Numeracy Strategies has had a significant impact on pupils' attainment. The trend of pupils' attainment over time has been broadly in line with the improving national trend. The school is well set to continue to improve standards, meet its challenging targets and implement the new curriculum.

NB The recent publication of pupils' results in the national curriculum tests in 2001, show that they are much better in English, mathematics and science than in previous years, especially for pupils' reaching the higher levels, but national comparisons are not yet available.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to the school and their work. The majority are polite, sensible and hard working; they are keen to come to school and this improves their learning.
Behaviour, in and out of classrooms	Good. Most pupils behave well in school and during break times. They respond well to teachers' high expectations and the awards for good behaviour. A minority of pupils who do not consistently behave well, are effectively managed within the guidelines of the good behaviour policy.
Personal development and relationships	Pupils' personal development and relationships are good. They respond well to the rules clearly displayed in all classrooms. Visitors and visits, including residential trips, to places of interest improve pupils' personal development very well.
Attendance	Attendance is very good. Most pupils arrive at school promptly, settle into class quickly and lessons start on time. There have been two fixed period exclusion from the school in the last year.

Pupils are very polite, friendly and welcoming. They have a clear sense of right and wrong and treat all people appropriately. They are considerate of others when they move around the building, use the dining hall and play at break times. Pupils are responding well to the trust and respect they are shown.

TEACHING AND LEARNING

Teaching of pupils:	aged 7-11 years
Lessons seen overall	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.

Fifty one lessons or part lessons were seen. Teaching was satisfactory or better in all lessons. It was good in 61 per cent of lessons, very good or better in a further 24 per cent and satisfactory in the other 15 per cent. Good teaching was seen throughout the school, especially in the basic skills of literacy and numeracy. This is a significant improvement since the previous inspection. Teaching has been monitored and the sharing of good practice is having a positive impact on the quality of teaching throughout the school. This strategy has been successful in establishing a climate within the school where teachers are more aware of their strengths and areas for development.

The teaching of basic skills in English and mathematics is good throughout the school. Teachers' planning is clearly linked to the requirements of the National Literacy and Numeracy Strategies and where tasks are organised to challenge different ability groups in classes, pupils make good progress. The school uses teacher assessments, together with the results from standardised and National Curriculum tests, to record pupils' progress. These assessments are then used effectively to set group targets, for example in reading and writing in English. Standards are rising quickly in the school and the use of assessment data, both to set challenging but achievable targets and to inform teachers' planning for the next stage of learning, is having a significant impact on this improvement. Classroom assistants give effective support to individuals and groups of pupils when they are working with them. Although the teaching of information and communication technology skills is good, especially in the computer suite, the occasional missed opportunities to use the classroom computers to support pupils' developing skills and use them in other subjects mean that pupils' attainment is not as high as it could be. Pupils with special educational needs and English as an additional language are well supported by good teaching that provides challenging activities. As a result, these pupils make good progress throughout the school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school provides a relevant curriculum that meets the needs of all pupils. There is a wide range of learning opportunities for all pupils, the school has adopted the most recent national guidelines and teachers are following these in their planning to ensure that all pupils have a varied and interesting curriculum. The provision of extra curricular activities to enrich the curriculum is a particular strength.
Provision for pupils with special educational needs	The procedures and provision for pupils with special educational needs are good. Teachers know their pupils well and provide activities that meet the requirements of their individual education plans and this makes a positive contribution to their attainment and learning.
Provision for pupils with English as an additional language	Good. All staff work with pupils to make sure they join in all the activities available. As a result, pupils make good progress in their knowledge, understanding and use of English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' moral and social development is very good, with clear teaching of right and wrong in assemblies and classrooms. All staff act as very good role models and give clear moral guidance. Provision is good for pupils' spiritual and cultural development. Visits and visitors are used effectively to explore the richness and diversity of a multi-cultural society.
How well the school cares for its pupils	Procedures for child protection and for ensuring pupils' welfare are good. The school takes care of pupils and they are taught in a safe and secure environment, where their welfare is an important concern. There are very good procedures for assessing pupils' attainment and progress.

The school places a suitable emphasis on literacy and numeracy and balances this well with all other curriculum subjects. The school has good procedures in place to check and promote pupils' attendance and behaviour. The procedures for tracking and supporting pupils' personal development are good. The school has a good partnership with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and	The head teacher, deputy head teacher and key staff provide very

management by the head teacher and other key staff	good leadership and management and give a clear educational direction for the school.
How well the governors fulfil their responsibilities	Governors make a very good contribution to the effective running of the school and are committed to maintaining and raising standards further. The governors' annual report to parents is very well written and is a very informative document that meets statutory requirements.
The school's evaluation of its performance	The school has good procedures for monitoring and evaluating the success of new initiatives. The school knows its strengths and areas for development. The monitoring and evaluation programme is having a positive impact on the quality of teaching.
The strategic use of resources	The school has sufficient staff to meet the needs of the National Curriculum and they are well deployed throughout the school. Support staff play an important role in the life of the school and make a significant contribution to pupils' learning. The accommodation is very well maintained. Resources to support pupils' learning are good and used effectively.

The very good strategic management of the school is evident in the way that literacy, numeracy and information and communication technology have been given priority for development in recent years. The wildlife area is in need of restoration to fully support the wider curriculum. The head teacher, governors and the secretary keep a close eye on spending and have worked hard to create a surplus that is now committed to improving the educational provision for pupils. The school follows the principles of best value and ensures that pupils have sufficient resources to help them learn. Specific grants are used well for their designated purpose.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school • Their children are making good progress • Teaching is good • Behaviour in the school is good • The way the school deals with any questions or problems • The school expects children to work hard • The school helps children to become more mature and responsible • The way the school is led and managed 	<ul style="list-style-type: none"> • The amount of homework given • The information about how their children are getting on • The way the school works with parents • The range of activities outside lessons

The inspection findings confirm the positive views expressed by parents about the school. The inspection team disagrees with the concerns identified above. For example, the school has an established homework policy that teachers use consistently and, as a result, the amount of homework given is about right for pupils' ages. There is a good range of extra activities, which make a positive contribution to pupils' learning. Regular informative newsletters, the opportunity for parents to visit classrooms and an "open door" policy make a good contribution to the partnership with parents. The governors' annual report to parents is of very good quality. Good written reports on pupils' attainment are provided annually and help parents to know their child's strengths and areas for further improvement.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1 Standards in English, mathematics and science have risen since the previous inspection in 1999. Pupils' attainment in the National Curriculum tests in 2000 was below the national average in English and in line with the average in mathematics and science. Results were the same when compared with similar schools. Standards have been rising over the last three years and inspection findings show that the present Year 6 are achieving standards in line with national expectations by the age of 11 in English and are above the expectations in mathematics and science. This represents good progress for this group of pupils from their entry to school in Year 3. The school has made good progress since the previous inspection because the quality of teaching is good and these three subjects are led well. A significant feature in the rising standards in the school is the way information from tests is used to assess and monitor the progress made by pupils. This is done very well and, as a result, teachers know where to pitch their lessons and all groups of pupils in the school make good progress in their learning. Since the previous inspection, pupils' attainment has improved in line with the national trend. The school sets realistic targets for improvement and is well placed to meet them. During the inspection there was no significant difference in the performance of boys and girls, although there is a significantly higher number of girls in the school.

2 By the age of 11, pupils' attainment in speaking and listening, reading and writing is at the level expected for their age. In lessons, pupils respond well to teachers' questions. Throughout the school, teachers use the introductory part of lessons effectively to develop and extend speaking and listening. Consequently, by Year 6, the majority of pupils answer questions thoughtfully. They discuss their work with enthusiasm and work well in pairs and small groups, showing an ability to listen carefully to the views of others. Teachers use assessments well to select pupils for "guided reading" groups and this has a positive impact on their learning and improving skills in reading. All pupils use the library effectively to choose books to research topics in other curriculum areas and so develop their literacy skills well. Pupils' standards in writing have improved because of good teaching. For example, by the end of Year 6, pupils write for a range of different purposes, such as stories, persuasive arguments over a school uniform issue and descriptions of experiments completed in science. This type of work ensures that pupils use their literacy skills well to support work in other subjects.

3 By the age of 11, pupils' attainment in mathematics is above the level expected. The improving standards reflect the positive impact of the National Numeracy Strategy and good teaching. There has been good analysis of pupils' performance in previous tests and this has resulted in the setting of good, realistic class targets to focus on improving the weaker areas of mathematical knowledge. This process now needs to be refined and targets set for individuals and small groups and so improve pupils' attainment further. Pupils use their numeracy skills well in other subjects such as science and information and communication technology by, for example, creating graphs showing features of their own bodies and entering instructions for a floor robot to draw different shapes.

4 By the age of 11, pupils' attainment in science is above the level expected for their age. There is now an upward trend in pupils' attainment over time. The school is improving standards and setting realistic targets to improve further. Most pupils have a clear understanding of how to conduct experiments and understand the concept of a "fair test". For example, they conduct experiments to see how liquids evaporate when heated and know that only one element in the experiment can be changed to make it fair. Pupils know how air resistance affects the rate of descent of a parachute and make good predictions of results

before testing parachutes of different sizes. They know simple food chains and how plants and animals depend on each other for survival. Most pupils possess good recording skills, they use graphs and tables accurately to illustrate their knowledge and understanding.

5 By the age of 11, pupils attain standards in information and communication technology that are at the level expected for their age. This represents a significant improvement since the previous inspection when pupils' attainment in information and communication technology was low and progress unsatisfactory. The school has made considerable improvements to its curriculum over the past two years. Information and communication technology is valued as an essential part of the curriculum. For example, the establishment of the well equipped computer suite has made a significant improvement and the teaching of skills to the whole class has raised pupils' attainment considerably. However, class based computers are not used sufficiently to further improve pupils' skills and support work in other subjects.

6 By the age of 11, pupils' knowledge and understanding of religious education meets the expectations of the locally agreed syllabus. The progress pupils make in their understanding of other world faiths is good, as is their ability to reflect on what they have learnt in lessons. There is effective use of the local and wider community to enrich the curriculum and provide pupils with first hand learning experiences. Pupils understand the importance of religion to different people and they relate well to stories through discussions and writing about their own life experiences and present day issues. They present their work in books with a good focus on writing which helps to develop their literacy skills.

7 By the age of 11, pupils' attainment in art and design, music and history is above the level expected for their age. In art and design, pupils in Year 6 produce lifelike figures in their sketch books by using simple line techniques to show the position of the limbs on a figure completing a roll. In music, pupils are taught to compose and perform, as well as to listen to and appraise a wide variety of music. Nearly a third of the pupils play a musical instrument, many other pupils are in the school choir and a large number of pupils take part in regular extra-curricular music lessons. In history, pupils understand the passing of time and how lifestyles have changed. For example, their studies range from the Anglo-Saxons and Ancient Egyptians, through to famous monarchs, such as Henry VIII, and up to the present day. In design and technology, geography and physical education pupils' attainment is at the level expected for their age. Pupils use their literacy and numeracy skills well in other subjects. For example, in design and technology pupils write very detailed instructions, with their designs carefully planned and measured.

8 The quality of learning by pupils with special educational needs is good. This is because of the good support they receive and the specific targets identified in their individual education plans so that they pursue tasks across the whole curriculum which match their needs. The progress made by these pupils is good. A number of pupils are removed from the special needs register each year and others move down to a lower category of support. All statutory requirements are met and pupils achieve well when compared to their previous attainment.

Pupils' attitudes, values and personal development

9 Pupils' attitudes, values and personal development have improved since the previous inspection and are now good. They make an important contribution to the standards that pupils achieve. Pupils, including those with special educational needs and English as an additional language, have good attitudes and enjoy coming to school, this confirms parents' views. Most pupils are interested in their work, keen to learn and listen attentively to their teachers. They contribute during discussions and answer questions sensibly. They concentrate well and are prepared to work hard. These good attitudes are a result of the good teaching in lessons and the very good relationships between staff and pupils.

10 The behaviour of pupils in lessons, around the school and in the playground is good and sometimes very good. Pupils respond well to the school's high expectation of their behaviour. When any inappropriate behaviour occurs staff are quick to respond and apply sanctions in line with the behaviour policy. Pupils move around the school sensibly and purposefully holding doors open for each other and adults. Playtimes are active with pupils making full use of the spacious grounds. No bullying was observed during the inspection. There have been two fixed term exclusions since the previous inspection, reflecting the school's commitment to high standards of behaviour from all pupils.

11 Pupils' personal development is good. Very good relationships between staff and pupils are based on mutual trust and respect. Relationships between pupils are also good. They co-operate well when required to work in pairs or groups. Pupils of all ages have duties as classroom monitors, which they perform sensibly and well. Pupils are given increasing levels of responsibility as they get older. For example, Year 6 pupils' tasks include keeping the daily bus register; setting up for assembly; collecting and totalling the weekly "house points" awarded in each class for good work. Pupils' personal development is further enhanced by the very good opportunities provided for them to attend after school clubs and music tuition. Visits out of school, for all ages, are used well to give pupils practical experience of the wider community and their place within it.

12 Pupils' attendance is very good. It has improved since the previous inspection and is now well above the national average. Pupils are punctual, registration is quick and efficient and lessons start on time. Unauthorised absence is below the national average. Authorised absence is for medical reasons and when parents take pupils on holiday during term time.

HOW WELL ARE PUPILS TAUGHT?

13 Fifty one lessons or part lessons were seen. Teaching was satisfactory or better in all lessons. It was good in 61 per cent of lessons, very good or better in a further 24 per cent. Good teaching was seen throughout the school. This is a significant improvement since the previous inspection. The head teacher is implementing the school policy for observing, evaluating and improving teaching. It is being used effectively to raise the quality of all teachers' performance. The quality of teaching and the teamwork of all staff throughout the school make a positive contribution to pupils' learning. The teaching of basic skills in literacy and numeracy is good for all pupils because teachers make good use of the National Literacy and Numeracy Strategies. Teachers use homework well to support pupils' learning in lessons. Teachers liaise well with support staff and other adults to enable them to work effectively with pupils.

14 The school has placed great emphasis on raising the attainment of all pupils. The pace of most lessons is good and teachers use the techniques of the Literacy and Numeracy Strategies to best effect. Pupils have very good relationships with teachers and adults in the classroom and this has helped to improve the quality of pupils' learning. Teachers' expectations of pupils' behaviour and effort are high and pupils are expected to do their best. This was seen in a Year 6 mathematics lesson, when pupils improved their knowledge and skills of angles and shapes when discussing the properties of quadrilaterals and that the angles inside the shape must add up to 360 degrees. The brisk pace of the lesson and the mature attitude of pupils led to very good learning and pupils' improving skills in mathematics. Teachers use the Literacy and Numeracy Strategies effectively and plan lessons that are challenging and interesting. For example, in science most pupils have good recording skills and they use descriptions and tables well to illustrate the results of their experiments.

15 Teachers have a good knowledge and understanding of the subjects of the National Curriculum. They use the correct language to develop the pupils' knowledge and understanding of the particular subject. This was particularly evident in English, mathematics and science

where specific technical language was used well. For example, in a Year 6 science lesson pupils understood the concept of “micro organisms” and the teacher illustrated well the effects of these on food and how freezing can stop decay. Teachers use practical sessions in science to bring alive the subject and conduct interesting and exciting lessons. For example, in a Year 5 lesson, the experimental work testing how different materials insulated the sound from a buzzer created great interest. Pupils excitedly described the results of their experiments and showed clearly their understanding of a “fair test”. Teachers have a good knowledge and understanding of the teaching of English and mathematics and they use good observational assessment of pupils to build upon the areas that pupils need to develop. For example, in a mathematics lesson in Year 3, the teacher used well chosen questions to check that pupils understood the key elements they needed to identify when solving problems involving different shapes. The teacher kept all pupils interested and enthusiastic in the session and used good examples to ensure that pupils could work out perimeters accurately.

16 Teachers know and manage their pupils well and provide good support for different activities. However, the use of classroom based computers is inconsistent throughout the school and teachers do not use them sufficiently often to support pupils’ developing skills in the use of computers or to support work in other subjects. The very good relationships between staff and pupils create a secure climate in which to learn. Teachers make daily informal assessments during lesson times on which to base their future planning. The teaching of pupils with special educational needs and English as an additional language is good. All staff have a very positive attitude towards these pupils and know their strengths and areas for development well. Class teachers, the special needs co-ordinator and support staff all work effectively together ensuring pupils take part in the curriculum and make good progress. Teachers plan according to the pupils’ needs and work towards the targets identified in their individual education plans. All adults working with pupils with special educational needs are enthusiastic in their approach and liberal with praise. This effectively encourages pupils and helps them develop confidence. Clear records are kept on each pupil’s attainment and this information is used effectively to inform future planning and teaching. As a result of this good teaching, pupils with special educational needs build on their knowledge, skills and understanding and make good progress.

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

17 The school provides a broad and balanced curriculum, which is of good quality. It meets the needs of all pupils well by providing a good range of learning opportunities. The concerns raised in the previous inspection report have been dealt with thoroughly. All statutory requirements are met and overall curriculum planning is now satisfactory.

18 All statutory subjects are taught and comply with the requirements of the National Curriculum. The religious education curriculum meets the requirements of the Local Authority’s Agreed Syllabus. The National Literacy and Numeracy Strategies are implemented well. Pupils in Year 5 are grouped by ability for their work in numeracy and in Year 6 for literacy and numeracy; this is having a positive impact on pupils’ learning. In science there is a broad curriculum with a strong emphasis on experimental work. The curriculum for information and communication technology now meets statutory requirements and offers pupils a wide range of experiences. The newly installed computer suite enables good class teaching to take place, which is improving pupils’ attainment and making a good contribution to their learning. However, there is still some inconsistent use of computers in classrooms to further develop pupils’ skills.

19 In all other subjects, the adoption of national guidelines provides a coherent framework that ensures all pupils make good progress over time. All pupils have full access to the curriculum, so that those with special educational needs, or for whom English is an additional

language are not disadvantaged and make good progress. Opportunities are in place to widen curricular provision, for example, there is some teaching of the German language for pupils in Year 5. The school is actively involved in four curricular initiatives. These relate to literacy basic skills, special educational needs, assessment and target setting. This work has had a significant impact upon the improvements in the curriculum since the last inspection.

20 The provision for pupils with special educational needs is good. Pupils are either supported in class or withdrawn for specific activities. The register follows the local education authority format and provides staff with up to date information on these pupils. There are individual education plans which set good, specific learning targets for these pupils. They include test results and useful evaluations of progress as part of the school's assessment and monitoring procedures. These lead to specific tasks being identified during lessons to meet the needs of these pupils. For example, pupils with special educational needs make good progress in learning, because the targets are specific and there is very good support from the learning support assistant. There is particular expertise on the staff in such areas as "dyslexia". The wider provision includes some well established links with the local education authority support service and other external agencies.

21 The provision for extra-curricular activities and the response of pupils to them is very good. There is a wide range of activities in place which promotes the acquisition of differing skills and adds to the provision for social development. Sporting activities include football, netball, tennis, volleyball and rounders. Pupils are involved in matches and competitions with other local schools. Six pupils have been selected to represent their County in athletics. These activities provide very good opportunities for skills development. The school choir is linked with the infant school and performs public concerts. A number of instruments are taught, these include violin, cello, clarinet and guitar. There are clubs in art, German, mathematics and drama. These activities are successful because the staff give their time and pupils participate on a regular basis. For example, during the inspection, 18 pupils attended the drama club, gained a great deal from the activity and improved their skills in language. All extra-curricular activities are open to all pupils irrespective of gender.

22 The school's links with the community make a very good contribution to pupils' learning. It uses visits and visitors very well to support the curriculum and extend the variety of learning experiences for pupils. Staff have good liaison with the infant school and quickly get to know pupils through the very good records and samples of work kept and passed on by the infant teachers. Staff from the secondary school visit Year 6 pupils on a number of occasions during the summer term getting to know pupils and talking to staff. Pupils spend a day with the previous Year 6, when they visit secondary school for a curriculum day, prior to starting in September. The transition into and out of school goes very smoothly and pupils are eager and fully prepared to start the next phase of their education. The schools are further developing their partnership and have recently sent out a joint questionnaire to seek parents' views on what the schools provide.

23 Provision for pupils' spiritual development is good and has improved since the previous inspection. Pupils are now given many opportunities for spiritual development in religious education lessons and in their daily assemblies. In their studies of the major world faiths, pupils have an opportunity to learn about and to understand the spiritual dimension of people's lives in a multicultural society. In lessons, pupils are encouraged to make thoughtful and reflective responses and this was well illustrated in a Year 3 English lesson when pupils were reading a letter from a child being evacuated during the war. One pupil expressed sympathy for the plight of the evacuees. He described how he would feel leaving his parents; showing clear empathy for many children today who have unhappy lives. In assemblies and lessons in other subjects, teachers provide pupils with good opportunities to reflect and therefore indicate a level of sensitivity in the teaching of spirituality linked to moral and social issues. Whole school assemblies provide opportunities for pupils to take part in a prayer and reflect on the wonder of

life. Acts of worship are well planned and organised, with visiting clergy making a valuable contribution to how effectively pupils respond to the meaning and purpose of life.

24 Provision for pupils' moral development is now very good and has improved since the previous inspection. Pupils have a clear sense of right and wrong. The attitudes and behaviour of pupils in lessons and around the school bear witness to the effectiveness of the school's policy of developing good moral codes for its pupils. All classrooms have rules and consequences clearly displayed and pupils respond well to them. All staff act as very good role models and give clear moral guidance, particularly within the context of religious education lessons, assemblies and well chosen stories in lessons.

25 Provision for social development is now very good and has improved since the previous inspection. There are very good relationships between teachers, classroom support assistants and pupils. Good relationships are also evident between pupils, as they work well together in pairs or small groups in their day to day classroom activities. Teachers plan opportunities for social interaction in many lessons, for example, in a design and technology lesson in Year 6, the teacher ensured that pupils working at the same stage of a project were grouped together, thereby enabling them to help each other face new challenges and solve problems. This was very effective in promoting personal and social development. The school enriches the curriculum to provide many first hand learning experiences for pupils in the visits made to the local and wider community. The opportunity provided for pupils in Year 5 and Year 6 to experience a residential visit makes a very good impact on their personal and social development.

26 Provision for cultural education is good and this has been maintained since the previous inspection. The school promotes the cultural education of its own local area well, for example it is used very effectively to support and enrich the curriculum in many subjects. The music curriculum in particular is enriched by the many opportunities for pupils to take part in local musical events. Visitors have been used well to promote cultural awareness of the ethnic diversity of British society. For example, a traditional African music and dance group performed to all pupils, contemporary and modern dance from other cultures was studied by all and traditional storytellers told myths and legends from other lands. In religious education lessons, the beliefs, celebrations, rituals and symbols of major world religions are reinforced by visits to places of worship for the Christian and Hindu religions.

27 The curriculum for personal, social and health education is provided in different ways. The science curriculum covers health education and this includes sessions on drug awareness. All classes have a fortnightly open discussion, known as "circle time". There is a school policy for sex education and this takes place within the Year 6 health education programme in science. The religious education syllabus also contributes in helping pupils develop an understanding and tolerance for differing viewpoints. However, there is no overall policy, no prescribed scheme of work and no co-ordinator for pupils' personal, social and health education. Whilst it is clear that the school provides pupils with many valuable insights, it cannot guarantee that all will receive their full entitlement to this area of the curriculum.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

28 The school provides a good level of care for all its pupils. The health, safety and general welfare of pupils is an important concern of all staff. There is a designated member of staff with responsibilities for child protection issues. All staff receive regular training and are aware of procedures. Good risk assessments are carried out each term by a committee of governors and monitored by the head teacher. The school has low fencing along part of their boundary which borders an open water filled ditch. Although pupils are aware of the danger and midday supervisors are vigilant, this is potentially a dangerous area. Class teachers know pupils well and take care of their day-to-day needs promoting the school aim of "caring and

sharing". Pupils are happy in the knowledge that they have someone to turn to if they are hurt or upset.

29 The school has very good procedures for promoting good behaviour and deterring and dealing with bullying if it should occur. Class rules and details of rewards and sanctions are a focus in all classrooms. With the help of the "B the Best" tokens, which are awarded throughout the day by all staff, pupils learn what constitutes acceptable and unacceptable behaviour. They are eager to earn the tokens that lead to the award of stickers and certificates for sustained good behaviour and good attitudes to work. Any poor behaviour is dealt with quickly in accordance with the behaviour policy. Praise, stickers and certificates are used well to motivate pupils to always do their best. They make a positive contribution to raising pupils' self-esteem and achievement.

30 Arrangements for monitoring and supporting pupils' personal development are good. Informal but ongoing systems are in place, which are based upon the very good relationships between staff and pupils and the fact that each pupil is known very well. Pupils are encouraged to take responsibility for their actions and learning. They work in pairs or larger groups and develop the ability to work well with others and listen to and appreciate the views of others. Pupils learn to appreciate others' feelings, views and opinions during discussions, called "circle time", which take place fortnightly. Residential visits are provided for pupils in Years 5 and 6. This experience is enjoyed by all participants and helps to promote and monitor pupils' personal development. The previous inspection raised concerns about behaviour in the canteen. The building of a new kitchen and the use of the school hall as the dining area have effectively resolved this issue. This now provides a pleasant atmosphere in which pupils socialise over lunch.

31 Rigorous assessment procedures are in place which establish the pupils' levels of attainment and track their progress. The school has made very good progress on this issue since the previous inspection and procedures for the assessment of pupils' progress in the core areas of English, mathematics and science are now very good. The school uses teacher assessments, together with the results from standardised and national tests, to record pupils' progress. Assessments are used to set group targets, for example in reading and writing in English. Standards are rising quickly in the school; the use of assessment data, both to set challenging but achievable targets and to guide teachers' planning for the next stage of learning, is having a significant impact on this improvement. The assessment of pupils' progress in most other subjects takes place informally. The standard of marking is generally consistent. Pupils' work is marked regularly and pupils are often praised for good work. A particular strength of the quality of marking is that within all subjects, pupils are encouraged to present their work well and focus on correct spelling and punctuation.

32 Assessment and monitoring of pupils with special educational needs is very good. Their progress is carefully monitored through regular testing and on-going assessments. Pupils' individual education plans carefully record their progress and identify further targets for future improvements.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

33 Parents' views of the school are good. The majority of parents who returned the questionnaire and attended the parents' meeting feel welcome in school. They say their children are expected to work hard and enjoy coming to school, where they make good progress. Teaching is good and the school is well led and managed. Inspection findings confirm parents' positive views.

34 A minority of parents have concerns about homework, the range of opportunities available outside of lessons, information about progress and the way in which the school works

closely with them. Inspection findings show the school makes good use of homework to build on what pupils learn in class. This gives parents the opportunity to share in raising achievement and be actively involved in their child's learning and so improve their progress. Visits outside of school, for all ages, are very good. Pupils take part in a wide range of experiences and activities. For example, Year 5 pupils went abseiling and caving during their residential trip to Sutherland Lodge; while Year 3 pupils visited York Minster as part of their "living history" topic.

35 The school effectively promotes good links with parents by providing them with a range of good quality information. The governors' annual report to parents is of very good quality. Contributions from pupils, teachers and the inclusion of photographs make it interesting to read and give parents insight into their children's experiences away from home. Regular newsletters and the use of the home/school link book help parents know what is happening in school and give them the opportunity for weekly contact with class teachers. All parents receive and are aware of the school's policy on homework. Good written reports on pupils' attainment are provided annually which help parents to know their child's strengths and areas for further improvement. Teachers provide opportunities to meet with parents each term to keep them updated on progress. Links with parents of pupils with special educational needs are good. The parents are kept fully informed about their children's progress. They receive information at parents' consultation evenings, through written reports and by attending review meetings. The home/school agreement was introduced, after consultation with parents, and is signed by the majority of them. Opportunities to learn about aspects of the curriculum such as the Literacy Hour are available for all parents. However, there is limited information about the curriculum available to parents who do not come into school.

36 The impact of parents' involvement with the school is good. A small number of parents help within classrooms giving good and effective support to pupils during group work. Parents are always welcome to accompany the many visits out of school. They attend the weekly good work assembly where they celebrate the achievements of their children. The parents and friends association successfully organises social and fundraising events. Parents' contributions to charitable fundraising by pupils helped the school to donate over one thousand pounds to cancer care and comic relief.

HOW WELL IS THE SCHOOL LED AND MANAGED?

37 The head teacher, deputy head teacher and key staff provide very good leadership and management and give a clear educational direction for the school, which has a positive impact on pupils' improving standards. For example, the school has used the analysis of pupils' results in National Curriculum tests to target the improvement of writing, spelling, speaking and listening as key areas for development. This is a significant improvement since the previous inspection and betters the satisfactory progress noted in a monitoring visit by an OFSTED trained inspector in 2000. The quality of teamwork by all staff is very good and fosters a positive family atmosphere in the school where all pupils are valued and their efforts well supported. The roles and responsibilities of all staff give a clear educational direction to the school. The observation of teaching and learning by the head teacher, deputy head teacher and subject co-ordinators is regularly discussed with governors who are well aware of the school's strengths and areas for development. Subject co-ordinators are taking much more responsibility for their subjects, for example, they review schemes of work, undertake a regular audit and recommend training needs, regularly scrutinise teachers' planning and pupils' work and observe teaching and learning. The school has worked effectively to resolve the key issues from the previous report and is well placed to maintain the strengths of the school and build effectively upon them.

38 The governing body takes its responsibilities very seriously; governors make a very good contribution to the effective running of the school and are committed to maintaining and raising standards further. The governors are committed to improving the school building, where

funds allow, and maintaining standards in the school. They keep themselves well informed. The good committee structure enables them to support the head teacher and meet their statutory responsibilities. The chair of the governors works very closely with the head teacher and they meet regularly to discuss the school and its work. The governors have a clear picture of the work of the school and are pleased with the improving attainment of pupils.

39 Throughout the school, the management and implementation of the Literacy and Numeracy Strategies is having a positive impact on pupils' learning as they move through the school. There are policies and schemes of work for all subjects. Teachers use these well to guide their planning and ensure that pupils receive a good breadth of curriculum experiences which build on their previous learning. There is now a consistent approach to curriculum planning and the formal assessment of pupils' progress and achievements is very effective. All staff understand the requirements of the Code of Practice for pupils with special educational needs. The provision for these pupils is good.

40 The head teacher and governors work together closely and manage the school well. The school works very closely with the local education authority to ensure that all decisions relating to the budget are closely linked to the development plan, are manageable and the principles of "best value for money" are applied rigorously. Detailed analysis of pupils' attainment on entry to the school is undertaken regularly and the results are used very effectively to set realistic targets for pupils' future attainment. The staff meet regularly, both formally and informally, to discuss curriculum matters. Curriculum co-ordinators undertake their roles conscientiously. For example, there has been a thorough audit of teachers' skills in information and communication technology, a room has been created to establish a computer suite and a very good action plan drawn up which includes a training programme that will develop teachers' skills further using the national grant for the subject.

41 The head teacher and staff are all involved in preparing the school development plan. This working document is then fully discussed with governors before becoming the action plan for future years. It is an effective document which clearly identifies the priorities and targets to be tackled and guides the work of the school. It provides a baseline against which future development can be measured and is having a positive effect on the direction of the school. Educational and financial planning are clearly cross-referenced. The apparent high surplus identified in the budget is already committed to pay for the computer suite, new resources recently acquired for information and communication technology and the building developments for the entrance and library. The school knows its strengths and areas for development and has a good grasp on how to improve. All staff work hard to improve their own performance and the educational opportunities presented to pupils. The school has clear targets for improvements. These rightly include the need to improve the wildlife area by clearing away the rubbish so that it can be used again to widen the opportunities for pupils' studies, particularly in science.

42 All staff have a shared commitment to raising standards. They have succeeded in creating a learning environment where relationships are very good and pupils feel secure and valued. In the day-to-day life of the school the principles of equal access and opportunity are well observed. Teachers ensure that the work is planned in such a way as to ensure that pupils of all abilities are fully included. There are sufficient teaching and support staff to meet the needs of the curriculum. There is a good range of experience between established and more newly appointed teachers. Recent appointments have improved the overall expertise in such areas as information and communication technology and music. A good range of support staff carry out specific roles well. Leadership and management of special educational needs is very good. The co-ordinator has considerable expertise and a clear view of priorities. There are good levels of support and information for all staff. Liaison with outside agencies and the management of the work of learning support assistants is good and has a positive impact on pupils' learning. There is a substantial and effective on-going programme of professional

development that supports all staff. They have all recently completed the first stage of national information and communication technology training. There are effective arrangements for supporting newly qualified teachers, with mentors identified. The quality of teaching in place makes the school a potentially good centre for training student teachers.

43 The accommodation is good and supports the curriculum effectively. All classrooms are of good size, so that a variety of teaching strategies are used effectively. There is a good size hall that provides an effective venue for physical education and for assemblies. The new computer suite is a valuable additional area for teaching these skills. Although the library is temporarily located, plans are in place to build a new library to ensure good access for all pupils in developing library skills. The sports field provides a good venue for a range of activities in fine weather and the new playground area provides a good surface for such activities as netball and lunchtime recreation. This addresses the concerns expressed in the previous inspection regarding the poor surface of the old playground. The conservation wildlife area is under-developed and requires some attention, so that it can support the environmental and science curriculum adequately.

44 The level of resources is good. Resources are particularly good in information and communication technology, with new computers, other equipment and software. Resources are also very good in physical education, where the acquisition of "Top-sport" equipment ensures that a wide range of activities can be adequately supported. The school makes good use of display, for example in art and English and these support learning effectively. The various concerns about inadequate resources, raised at the last inspection, have been successfully dealt with so that all areas of the curriculum are now sufficiently resourced. The quality of leadership and management has improved significantly since the last inspection. The head teacher has been the driving force for change since his appointment. He has been well supported by staff and governors. The cost of educating each pupil is above the national average. However, pupils' attainment is improving and their learning is good when compared with their previous attainment. As a result, the school gives good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

45 In order to further improve the quality of education, standards and progress in the school, the head teacher, staff and governors should:

- A. Further develop information and communication skills learned in the computer suite by ensuring the consistent use of classroom based computers to support work in other subjects. (Paragraphs 5, 16, 18, 52, 59, 63, 77, 83, 86)
- B. Improve the designated wildlife area to support pupils' work in other subjects, particularly science. (Paragraphs 43, 65)

In addition to the key issues above, governors should include the following issues as part of the action plan:

- Ensure pupils receive their full entitlement in personal, social and health education in line with the school policy, by appointing a co-ordinator to oversee curriculum provision. (Paragraph 27)
- Ensure that the plans for the library are fully implemented to enable the school to fully enhance pupils' research skills. (Paragraphs 41, 49)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

51

Number of discussions with staff, governors, other adults and pupils

27

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	22	61	15	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

Y3 – Y6

Number of pupils on the school's roll (FTE for part-time pupils)	220
Number of full-time pupils known to be eligible for free school meals	23

FTE means full-time equivalent.

Special educational needs

Y3 – Y6

Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	27

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	14
Pupils who left the school other than at the usual time of leaving	17

Attendance

Authorised absence

	%
School data	4.0
National comparative data	5.4

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 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year		Year	Boys	Girls	Total
		2000	27	11	38
National Curriculum Test/Task Results		English	Mathematics	Science	
Numbers of pupils at NC level 4 and above	Boys	19	18	19	
	Girls	9	8	10	
	Total	28	26	29	
Percentage of pupils at NC level 4 or above	School	74% (67%)	68% (75%)	76% (80%)	
	National	75% (70%)	72% (69%)	85% (78%)	

Teachers' Assessments		English	Mathematics	Science	
Numbers of pupils at NC level 4 and above	Boys	15	17	18	
	Girls	9	8	10	
	Total	24	25	28	
Percentage of pupils at NC level 4 or above	School	63% (73%)	66% (78%)	74% (83%)	
	National	70% (68%)	72% (69%)	79% (75%)	

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	2
White	218
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	2	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: Y3 – Y6

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	24.1
Average class size	27.5

Education support staff: Y3 – Y6

Total number of education support staff	5
Total aggregate hours worked per week	82

Financial information

Financial year	2000 - 2001
----------------	-------------

	£
Total income	423,124
Total expenditure	382,747
Expenditure per pupil	1,740
Balance brought forward from previous year	25,400
Balance carried forward to next year	65,777

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	220
Number of questionnaires returned	108

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	43	48	7	1	1
My child is making good progress in school.	37	54	5	2	2
Behaviour in the school is good.	30	52	9	3	6
My child gets the right amount of work to do at home.	21	52	26	0	1
The teaching is good.	30	61	8	1	0
I am kept well informed about how my child is getting on.	30	51	17	1	1
I would feel comfortable about approaching the school with questions or a problem.	56	41	2	1	0
The school expects my child to work hard and achieve his or her best.	46	50	3	0	1
The school works closely with parents.	31	52	15	2	0
The school is well led and managed.	32	58	5	2	3
The school is helping my child become mature and responsible.	36	51	11	1	1
The school provides an interesting range of activities outside lessons.	24	50	17	6	3

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

ENGLISH

46 Standards in English have risen since the previous inspection. Standards in the 2000 tests were below average in national terms and when compared with similar schools. However, these results represent good progress, particularly in reading and writing, for this group of pupils from when they entered the school in Year 3. Standards have been rising over the last three years and inspection findings now indicate that the present Year 6 pupils achieve standards in line with that expected for their age. This represents good progress for this group of pupils, particularly in their speaking, listening and writing skills from their entry to school in Year 3. The school has made good progress since the previous inspection because the quality of teaching is good and the subject is well managed. A significant feature in the rapidly rising standards in the school is the way information from tests is used to assess and monitor the progress made by the pupils. This is done very well and as a result, teachers know where to pitch their lessons and all groups of pupils in the school make good progress in their learning.

47 Over the last three years, girls in the school have not performed as well as boys in National Curriculum tests, which is against the national trend. Inspection findings indicate no significant differences in attainment in the present Year 6.

48 Standards in speaking and listening are satisfactory. When pupils enter the school in Year 3, their ability to listen to the views and opinions of others is still developing, but in lessons, they respond to teachers' questions with appropriate answers. This was well illustrated in a discussion about a letter from an evacuee; pupils spoke about how they would feel about leaving their parents. In one Year 3 lesson, a teacher used the final part of the lesson for pupils to "interview" one pupil in a role-play situation about her thoughts and feelings about being evacuated. This made an effective link with the current work in history, but also reinforced the good progress made in speaking and listening skills in the lesson. Throughout the school, teachers use the introductory part of lessons effectively to develop and extend speaking and listening. Consequently, by Year 6, the majority of pupils answer questions thoughtfully. They discuss their work with enthusiasm and work well in pairs and small groups, showing an ability to listen carefully to the views of others.

49 Standards in reading are satisfactory and match what is expected for 11 year olds. This represents sound progress in their skills from when they enter school in Year 3. The teaching of basic skills in reading is good. Teachers use resources effectively and choose the reading material to match both the interest and ability of the pupils. A good feature of the teaching of reading is how well reading records and the results of assessments are used to place pupils into small "guided reading" groups. These groups are well organised, effective and are making an impact on the progress made by pupils of all abilities in each year group. Parents are encouraged to take part in the process by the use of a home-school link book. When reading independently, pupils capable of higher attainment in Year 5, read fluently, discuss the plot of the story and comment on the main characters. In Year 6, they talk expressively about favourite authors, stories and poetry. Lower attaining pupils in each year group use a variety of strategies to tackle unfamiliar words and whilst their reading lacks fluency, they enjoy their books and are keen to talk about the characters in the story. Due to the recent installation of a computer suite, the library has been moved into a temporary base, which will move again when new building work commences. As a result, whilst the majority of pupils have been taught how to use the non-fiction library and most pupils can locate a book using the colour coding system, the new Dewey classification system has not yet been taught. Older pupils in Year 6 are unable to explain the term "genre" when related to books, but all pupils use the library effectively to choose books to research topics in all areas of the

curriculum.

50 Standards in writing have continued to improve since the last inspection. Standards by the age of 11 are now at the level expected for their age. The school has worked with the local education authority to set challenging targets to improve standards in writing. The co-ordinators have given staff very clear guidelines to teach spelling, handwriting, punctuation and writing strategies. Lesson plans are monitored and a very rigorous approach has been taken to ensure that all staff have been fully trained to develop their teaching within the Literacy Hour. The teaching of writing throughout the school is good. Teachers have high expectations of both the presentation and quality of written work and pupils respond well to this. This is particularly evident from writing on display throughout the school, which is neat and contains well presented work.

51 Strategies to teach spelling are very well organised, with all pupils having an individual "Spelling Journal" which acts as a record of their achievement. Assessments are used very effectively to place pupils in small "guided writing" groups, similar to the reading groups. Time is used efficiently to teach specific knowledge and skills to each group depending on their needs. Whilst the teaching of writing remains a school priority for further development, good progress has been made and, as a result, standards in spelling, handwriting, punctuation and writing for a range of purposes are now at least satisfactory. In Year 3, the youngest pupils in the school have a clear understanding of the drafting process involved in writing and the majority of pupils write in a joined style. The spelling of simple words is usually correct or provides a sensible alternative. In Year 4, pupils continue to develop and extend their writing strategies as they use a writing frame to organise arguments for and against watching television. By Year 6, pupils have secure strategies for spelling words with complex patterns and their handwriting is fluent and well presented. Pupils write for a range of purposes; for example, they write persuasive arguments for and against the wearing of a school uniform. Arguments are clearly drafted and organised well.

52 Teachers use information and communication technology skills to teach spelling on a daily basis and the majority of pupils have some experience of using word-processing to produce a final draft of their work. The new computer suite is now in use and one of the English co-ordinators has produced a very comprehensive guide to using information and communication technology within the English curriculum. This is still very new and the school now needs to focus on ensuring that computers are used regularly in the classroom to support pupils' work in English.

53 Pupils with special educational needs and English as an additional language make good progress against the targets in their individual education plans because they are well supported in the classroom. An arrangement for the additional literacy support given to some pupils, which was considered unsatisfactory in the last inspection, has been reorganised and is now satisfactory. The school continues to monitor this support. The management of the subject is good. The co-ordinators, working closely with the senior management team, have tackled all the issues arising from the previous inspection. They are highly motivated, ensure that all staff constantly focus on raising standards in English and lead and manage the subject well. The school is well placed to make further improvements in the standards achieved in English.

MATHEMATICS

54 By the age of 11, pupils' attainment in mathematics is above the level expected for their age. In the 2000 National Curriculum tests for mathematics, pupils' attainment was in line with the national average and also in line with the average when compared to similar schools. The proportion of pupils reaching the higher level was close to the national average. The trend over time is improving and the recently implemented National Numeracy Strategy has already

had a significant impact on the raising of pupils' attainment. These results, when compared with the previous attainment of pupils when they entered the school, are good. The school has improved the standards seen in the previous inspection and is setting realistic targets to improve further. The good progress of most pupils throughout the school is due mainly to good teaching, which has strengthened pupils' abilities in number and measurement, and to the setting of pupils for some lessons every week.

55 By the age of 11, pupils have a broad mathematical knowledge. Most pupils have a sound grasp of their times tables, they multiply and divide properly and use long multiplication. They understand how to work out percentages of whole numbers, such as 60 per cent of 200. Pupils are taught to calculate accurately with numbers to two decimal places and multiply such numbers by 10 and 100 by altering the position of the decimal point. Teachers set clear aims for what they expect pupils to learn in each lesson and they share these with pupils. This makes a very positive contribution to pupils' learning. For example, in a Year 3 lesson, the teacher explained that the aim was to measure the sides of different shapes and then use a simple scale to convert the measurements to show the actual size of rooms, fields and playgrounds. In discussions at the end of the lesson, a very good session made sure pupils understood scale measurements and began to apply them to the measurement of real life examples such as the school field and playground.

56 Teachers use assessments well and make sure that pupils build effectively on their previous work in their recognition of two and three dimensional figures such as a rectangle, pentagon and octagon by the key features of sides, corners and angles. Pupils construct and measure acute angles in geometric shapes. They know how to present mathematical findings in bar and line charts. For example, pupils in Year 6 create graphs linked to their science work to show the rate of liquids cooling over time when wrapped in different insulating materials. There is good use of mathematical strategies to solve problems and confidence improves when pupils use patterns of thinking that can be applied to different situations. For example, in a Year 6 mental mathematics introduction, pupils explained how they worked out answers to find a quarter of a given number, some did the calculation by dividing by four and others halved the number twice. These discussions are a very valuable learning experience for pupils since they have the opportunity to explain their own methods. Pupils, including those with special educational needs or English as an additional language, make good progress when compared to their prior attainment. This is shown in the analysis of pupils' results in National Curriculum tests in 1996 and the comparison with their results in tests in 2000.

57 The quality of the teaching is at least satisfactory, often good and occasionally very good. This is a significant improvement since the last inspection, especially in teachers' use of assessments to guide their future planning. In effective lessons, teachers have very good relationships with the pupils, which produce a positive working environment and guarantee good levels of concentration and behaviour. Teachers maintain a brisk pace to lessons, particularly during the mental mathematics sessions. For example, in a Year 4 lesson there was a quick fire question and answer session to keep pupils focused on the task of adding and subtracting a range of different numbers. Teachers deploy support staff well to help groups of pupils and individuals in need. Teachers have a good knowledge of the teaching of basic skills; lessons are brisk and challenging, with time managed well. Pupils are given many opportunities to reinforce their existing skills and knowledge and lessons are designed to extend and develop their understanding. For example, in a good session in the computer suite pupils used a mathematics program to build shapes of different areas, they used fractions of shapes to produce figures of a given area and explained their techniques very clearly.

58 There have been improvements in assessment procedures since the time of the last inspection, the impact of these is good and used effectively by teachers to build on pupils' previous understanding. Teachers collect a good deal of information on each pupil. A variety of tests and assessments are undertaken at suitable intervals. Teachers make effective use of

programs to analyse data and use this information to set new class targets. This has been successful, for example, in raising expectations of pupils capable of higher attainment in mathematics. There is evidence of some good, thoughtful marking to guide pupils but sometimes marking has few comments that pinpoint areas for development. Teachers have high expectations of their pupils. They establish effective classroom routines that encourage pupils to listen constructively and participate eagerly. They are enthusiastic about mathematics and value pupils' contributions. This leads to good learning where pupils are keen to contribute to discussions and concentrate well when given their different tasks. For example, in a very good lesson in Year 5, the teacher used the introduction to review pupils' learning about decimals, fractions and percentages and, by the end of the lesson, most were confidently linking 20 per cent with two tenths and noting that it was the same as one fifth. Teachers have high expectations of behaviour and pupils respond accordingly. When teaching is very effective, pupils of all ages are very aware of what has to be learned and levels of concentration and perseverance are very good.

59 The mathematics curriculum is broad, balanced and well resourced. The co-ordinator observes teaching and learning, and regularly checks teachers' planning and pupils' work. As a result, good practice is shared with all staff and this has a positive impact on pupils' learning and attainment. This good leadership and management of the subject is a significant improvement since the previous inspection. The school's strategy for the development of the subject is good and meets the requirements of the National Curriculum. For example, pupils use numeracy skills well in other subjects. They use data handling to record the measurements of their own body in science and use co-ordinates to map shapes on a grid chart. However, there are occasions when classroom based computers are not used as often as they could be to support pupils' work both in mathematics and in information and communication technology. This is an area that needs to be addressed as they continue to raise standards for all pupils. The school is well placed to make further improvements in the standards achieved in mathematics.

SCIENCE

60 In the 2000 National Curriculum tests for science, pupils' attainment was in line with the national average and also in line with the average when compared to similar schools. Girls achieved higher standards than boys. The three year trend (1998-2000) shows standards improving from a low base in 1998. Inspection findings indicate that, this year, standards of attainment are above average at the end of Year 6. This is an improvement since the previous inspection. The three principal reasons for this improvement are the high standards of teaching within the school, especially in Year 6, the good coverage of science which ensures that teachers build effectively on pupils' previous skills and the very good assessment procedures now in place, which provide a clear picture of progress and are used particularly well to inform teachers' planning.

61 By the age of 11, most pupils have a clear understanding of experimental methods and apply these to a range of tests. They conduct experiments to see how liquids evaporate when heated and know these processes can be reversed. Pupils understand the idea of a fair test, for example, when they study forces and use appropriate equipment well to measure these. They are aware of how air resistance affects the rate of descent of a parachute. Pupils know of the interdependence of plants and animals, describe different habitats and relate these to food chains. They experiment with low voltage circuits to construct a burglar alarm and with mirrors to study light and shadow. There is evidence of good quality work across the ability range. Most pupils possess good recording skills, using graphs and tables accurately to illustrate their knowledge and understanding.

62 These good standards develop as pupils move through the school. Pupils develop their understanding of each area of the curriculum steadily and improve their scientific skills

through the teachers' strong emphasis on experimental work. For example, pupils in Year 3 conduct experiments to measure the rate of plant growth under differing conditions. In Year 4, they investigate insulation, conducting experiments with ice. Pupils in Year 5 measure human pulse rates under different conditions, as part of their work on health education. In each year group, teachers ensure that a good range of topics is covered, so that pupils make good progress in all areas of science. This is one of the strengths of the curriculum and is made possible because staff are competent in teaching all aspects of science and have the confidence to use experiments as the basis of teaching.

63 The standard of teaching seen during the inspection was good. This has a direct impact upon learning and contributes to the standards pupils achieve. In some lessons, teaching was very good and in one lesson it was excellent because very specific objectives were shared with the pupils. Learning opportunities are explored through discussion and pupils contribute ideas and participate actively in the practical work set. In the Year 6 classes the high standards of teaching promote effective learning and rapid rates of progress. During the inspection pupils studied the effect of micro-organisms upon food. They observed packaged samples carefully and this led to some perceptive comments on the causes of food decay. There is a good emphasis on vocabulary and careful questioning promotes thinking well. Pupils are encouraged to generate a range of ideas through collaborative tasks and some extension work. This, coupled to secure knowledge and understanding, pace and some imaginative resources, helps pupils understand the biological processes taking place and relate this to issues of food safety within health education. The good teaching supports well the learning of all ability groups, including those with special educational needs and English as an additional language. This quality is based upon very good relationships, pupils have responsible attitudes towards learning, which leads to good behaviour and sensible collaboration. This is important where sensitive materials and equipment are used. Whilst most resources are used effectively, there is insufficient use made of classroom computers to support learning.

64 The science curriculum is of good quality, providing good learning opportunities for all pupils including those with special educational needs and English as an additional language. It meets all statutory requirements and provides equality of access for all. There is a well written policy document and appropriate curriculum planning. This planning ensures there are sufficient opportunities for pupils to re-visit topics, consolidate their learning and then extend it. For example, work on simple electrical circuits in Year 4 is extended in Year 6 to construct a burglar alarm, examining circuit breakers and resistance. Assessment procedures are very good. They include an evaluation of National Curriculum test results and regular assessed tasks that are carefully recorded and used well to guide teachers' planning. The portfolio of work provides additional evidence of progress and this is being developed to help with target setting for all staff. These procedures make a good contribution to standards achieved.

65 The co-ordinator has just taken up her new role in the school and is beginning to identify priorities for the future. Resources are of good quality and support curriculum requirements well. The conservation wildlife area has the potential to enhance the science curriculum, but needs considerable attention to create an appropriate learning environment and so further improve the opportunities for scientific exploration. Improvement since the last inspection is good. Standards are rising, the quality of teaching is higher and the curriculum is more evenly balanced with good use now made of investigative work. This ensures that all pupils enjoy good learning opportunities in each year group.

ART AND DESIGN

66 By the age of 11, pupils' attainment in art and design is above the level expected for their age. Pupils' progress and learning are good and the quality of some art work on display is good. This is an improvement since the last inspection. All classes contribute to the attractive displays of work in classrooms and corridors. Pupils develop their skills and understanding of

art and design well as they explore an ever increasing range of media. Drawing skills are developed as they explore the effects obtained when using different pencils and crayons. For example, in Year 6 sketch books, pupils create very good “movement” effects in their drawings of a person performing a forward roll. Teachers ensure that pupils’ studies include looking carefully at the placing of facial features when they draw portraits in their sketch books. Teachers also make good use of the work of famous artists. For example, Year 4 pupils study Seurat and create pictures using dots in the style that he used. Pupils in this year group also study the work of Van Gogh and their observational pictures of fruit and flowers are often very good with an accurate eye for detail.

67 By Year 6, pupils’ drawings are detailed, well executed and varied in content. Pupils are very proud of their work and keen to discuss their techniques, for example, the very good plans and drawings created following a visit to Howden Minster. The use of light, shade and the delicate colouring with water colours added depth to the pictures and created a very good display. Teachers use a very good variety of resources to encourage pupils to use their observational skills very well. For example, in a very good art lesson in Year 5, pupils arranged their own still life composition using the flowers, fruit, baskets and cloth provided and very carefully and accurately drew what they saw. This very effective teaching method and constant support and encouragement throughout the lesson led to very good learning by all pupils.

68 Pupils thoroughly enjoy their art and design and take great pride in their work. They work with care and are willing to try new ideas in order to achieve the best results. For example, in a Year 4 art and design lesson the teacher linked the subject very well to pupils’ studies in history. Pupils made their own tiles of Egyptian figures and built patterns when using different coloured paints. Pupils were very keen to explain how they made their tiles and how they could improve them. This evaluation of their own work makes a positive contribution to their learning as they look critically at their finished products. This subject makes a positive contribution to pupils’ cultural and spiritual development, as they learn about art in different societies and appreciate the range of feelings they experience in creating their own art works. This is well supported by an art club, held regularly and thoroughly enjoyed by the participants. This is shown in the high quality display where pupils have created imaginative collages of creatures from the rain forests.

69 The quality of teaching in art and design is good and teachers have a good knowledge of the subject and understand how to help pupils develop the wide range of skills needed to master a wide range of media. The subject co-ordinator is very enthusiastic and knowledgeable and provides very good support to colleagues. Teachers base their planning on a scheme of work and the progress of both knowledge and skills is informally monitored by the subject co-ordinator. Lessons are well organised and resources used effectively to encourage pupils to experiment and enjoy finding new ways of creating works of art. Display is linked to art and teachers create a colourful and stimulating environment that celebrates pupils’ work.

DESIGN AND TECHNOLOGY

70 Pupils’ attainment in design and technology is in line with that expected for 11 year olds. The quality of teaching is good and this ensures that pupils make good progress in their knowledge, skills and understanding, particularly in their ability to evaluate their work. Pupils with special educational needs and English as an additional language are supported well in lessons. During activities when they are following their designs to make a model, this support ensures that they make good progress and keep up with the other pupils. Good progress has been made since the previous inspection, particularly in the level of challenge provided for the older, higher attaining pupils in the school and in the quality of lesson planning, which is consistently good.

71 In each year group, good teaching ensures that pupils are taught to design products

following a clear design specification. For example, pupils in Year 3 recently had to focus on what sandwich fillings were the most popular in their class and one of the criteria was to make sure that the sandwich formed part of a healthy diet. Teachers ensure that literacy and numeracy skills are well promoted in these lessons, as pupils write clear instructions and investigations are carried out using tally charts. Older pupils use more advanced literacy and numeracy skills to write very detailed instructions, with their designs carefully planned and measured. Good lesson planning means that the knowledge, skills and understanding of pupils are built up each year, so that by the age of 11, a specific design criteria, for example to make a fairground ride, or to make a soft toy, is carefully thought out. Certain features, such as the safety of toys for younger children, or whether their toy would fit the standards expected for the European directives on soft toy production, are considered during the design stage. Evaluations are thorough, with many pupils expressing the skills and knowledge they have learnt as a result of this process. In Year 4, pupils made purses, using various textiles. The finished products were of good quality and show the use of a variety of fasteners. In Year 5, pupils recently made musical instruments which enabled them to experience working with a wide variety of materials and tools.

72 The quality of teaching is good, particularly in the teaching of the basic skills necessary to design, make and evaluate. Pupils are taught the skills to work methodically and to persist when challenges present themselves. This was very apparent in a Year 6 class as pupils met various problems when making their soft toys. They were constantly encouraged to persevere and were shown how to adapt and refine their design. A particular feature of good teaching is the opportunity given to pupils to work with others in the class who have encountered similar problems and tackled them successfully. As a result, pupils enjoy their lessons and develop good social interaction skills as they work with others. The sensible way pupils work together and how well they follow safety rules reflects the teaching well.

73 The subject co-ordinator provides satisfactory leadership. She monitors the quality of teachers' planning throughout the school, but as yet has not monitored any teaching. Resources for the subject are satisfactory and well organised.

GEOGRAPHY

74 By the age of 11, pupils' attainment in geography is in line with the levels expected for their age. The school has maintained the standards found in the previous inspection. This judgement is based upon discussions with teachers and pupils, the scrutiny of planning and pupils' work and the one lesson seen, in Year 6.

75 By the age of 11, pupils use a regional map to recognise or insert specific features. For example, they identify different climatic zones and chart rainfall patterns on a world map. They describe weather conditions in differing environments, for example the Alps, and know that similar conditions can be found in other mountain ranges. Pupils are taught the skills to plot locations on a map and this improves their learning. Through cross-curricular work in mathematics they calculate and use co-ordinates. In studying rivers, they identify their different stages; for example, source and mouth, and recognise features, such as meanders and ox-bow lakes. In economic geography, pupils know which countries are members of the European Community and they use statistical information competently to make valid comparisons between them. As they progress through the school, all pupils achieve satisfactory progress. In Year 3, they improve their mapping skills of the locality. They develop these skills in Year 4; for example, making good use of symbols to form a key to identify various features on their maps. In Year 5, pupils complete a local study of their town, which helps consolidate their basic skills and further their understanding of environmental issues. They complete a study analysing the impact of traffic movements on shopping habits in the market square.

76 The scrutiny of work indicates that the standard of teaching in geography is satisfactory. In the one lesson observed, in Year 6, the standard of teaching was very good. An imaginative task, to produce a model showing different features of a river, led pupils to observe at first hand how natural forces impact on the environment. The task was well resourced, effectively planned and led to effective learning through observation. Pupils gained valuable insights into the power of rivers to change the environment over time. The quality of teaching seen encourages positive attitudes and enthusiasm, pupils work hard, collaborate effectively and contribute well to their own learning.

77 At present the head teacher co-ordinates geography and has a clear view of priorities for the subject. The curriculum is effectively planned, using national guidelines, which provide a number of good learning opportunities for all pupils. However, there is insufficient use of classroom based computers to support the curriculum. Assessment procedures are used effectively to guide teachers' planning and base the work on pupils' past experiences. There is satisfactory improvement since the last inspection and good improvement in the range and quality of resources now available.

HISTORY

78 By the age of 11, pupils' attainment in history is above the level expected for their age. Pupils' progress is good, as standards rise steadily through the school, being broadly average on entry. This is a clear improvement since the last inspection when progress was judged unsatisfactory. The school now uses the national guidelines. This identifies stages in skill development through matching pupils' achievements to them. From the work samples seen, teaching is good.

79 By the age of 11, pupils study a wide range of contrasting topics and complete significant amounts of work to a good standard. In Year 6, pupils develop a considerable range of skills in their work on the Tudors. A study of the family tree reinforces an understanding of chronology and an analysis of character and motivation. The good work on social conditions develops a sense of empathy, by comparing the lives of the rich and poor. Pupils make good use of evidence; for example, the "Inventory of John Port's Home" to learn about daily life. A visit to the Leeds Armouries provides first hand evidence and supports work on exploration and warfare. Pupils write in considerable detail about Henry VIII and Elizabeth I. Through this they gain good insights into the problems and issues of the time; for example, the relationship between church and state. Work on exploration develops an understanding of life in the colonies and of sea voyages. This work is clearly taught, with good use made of differing resources including information and communication technology. Due attention is given to developing pupils' understanding of historical vocabulary. All this has a positive impact on learning and upon standards achieved.

80 The development of skills is effectively promoted by teaching a wide range of topics and drawing upon differing sources of evidence. This shows a lively approach to teaching. In Year 3, good use is made of photographic evidence to encourage pupils to empathise with the evacuees during the Blitz. In Year 4, a walk around Howden promoted an understanding of change over time. In Year 5, a study of the Victorian period drew effectively upon the 1851 Census to study the family and occupations. In addition to these topics, pupils study contrasting societies from different periods of time. They include the Ancient Greek and Egyptian civilisations and this work provides useful insights into their beliefs and their use of technology.

81 The good range of work covered is carefully planned and taught effectively. Teachers have a secure understanding of the subject, they use display effectively to support learning and devise imaginative tasks. For example, in Year 3, pupils are given very small pats of butter to

spread on biscuits to experience wartime rationing. In Year 4, very good use is made of a range of resources to study Ancient Egypt. Here the skills of the archaeologists are investigated. This provided some good links with art and design. Pupils achieve good rates of learning, they quickly utilise these skills to investigate the “mummification” process. This helps them understand some of the values and beliefs underpinning Egyptian society. There are good examples of empathy writing; for example “My day as an Embalmer”. Pupils clearly enjoy good relationships with the staff and they work hard in lessons, demonstrating positive attitudes to learning.

82 The school has successfully responded to the previous inspection report. Planning is now good and all pupils, including those with special educational needs and English as an additional language, make good progress. The curriculum provides good opportunities for pupils to develop an appropriate range of historical skills. It is enhanced through educational visits; for example, to the Houlgate Viking Settlement and to Normanby Hall. The head teacher is currently co-ordinating the subject and has a clear view of priorities. Resources are now satisfactory. There has been good improvement since the last inspection in standards and progress.

INFORMATION AND COMMUNICATION TECHNOLOGY

83 By the age of 11, pupils’ attainment in information and communication technology is at the level expected for their age. Standards have improved since the previous inspection because of the change to different computer systems, the introduction of a computer suite, improved programs, the adoption of a very good policy and written guidance and the leadership of the co-ordinator. Information and communication technology is valued as an essential part of the curriculum, although the time given to it still varies from class to class. For example, the class based computers are still not used sufficiently consistently by all teachers to support pupils’ work in information and communication technology and in other subjects.

84 Pupils build effectively on their skills and knowledge with more frequent use of the new computers and programs in school. For example, pupils in a Year 3 lesson used the different facilities to search through a database to answer questions about plants. They confidently used the different parts of the program and explained clearly what information they gained during the lesson. Pupils in a Year 4 class showed their understanding of how to create repeating patterns by entering commands into a program that controlled a “turtle” on the screen. They entered instructions and were obviously delighted when the “turtle” drew their initials on the screen. Pupils in Year 5 build effectively on previous work using databases. In the lesson many showed good skills when using the different elements of the program to search for information previously entered after a project on “Ourselves”. Discussions with pupils in Year 6 showed they have a good understanding of a wide range of programs now being used in the school. For example, they talked confidently about their use of the Internet when finding information for their history topic on Henry VIII. They also explained how to use a special program that allowed them to control the movement of fairground rides. In discussions, pupils explained how they load and save their work, how to bring up the various menus available, for example when changing the size or colour of their work when writing stories straight onto the screen.

85 When computers in the suite were in use during the inspection, the quality of teaching and support for pupils was good and sometimes very good. This leads to good learning by all pupils, including those with special educational needs and English as an additional language, because the quality of the teachers’ management of the lessons and good subject knowledge are used effectively to improve pupils’ skills in the use of different computer programs. All teachers follow the new policy and written guidance and, following training by the co-ordinator, are more confident in their use of the equipment. Pupils respond enthusiastically to opportunities to use computers to improve their knowledge, skills and understanding. There are very good relationships between pupils, teachers and support staff, which mean that pupils feel

confident when using computers to try different activities, knowing their efforts will be appreciated. For example, in a Year 6 lesson, pupils created a “multi media” presentation for a geography topic on rivers. They used the facilities of the program well to type in text, import pictures from another program and create a series of slides giving information on their topic. The good encouragement by the teacher made sure that all pupils tried the different parts of the program and pupils were very proud of the effects they created when making the text “fly in from the side” or “dissolve” before the next slide appeared on the screen.

86 Good management and well organised lessons ensure that pupils’ time on the computer is used to best effect. However, the use of classroom based computers is inconsistent throughout the school and teachers do not always use them to support pupils’ developing skills in the use of computers or to support work in other subjects as much as they could and so improve pupils’ skills still further. When in use there are usually two pupils working on each computer taking turns and working effectively together to put in information. As well as improving their knowledge of information and communication technology, sensible co-operation makes a positive contribution to their moral and social development.

87 The co-ordinator has written a very good policy, scheme of work and detailed action plan to guide the work of all staff. This shows how well the subject is managed by an enthusiastic and well organised co-ordinator who is keen to keep moving the subject forward. The scrutiny of teachers’ planning and pupils’ work, as well as observing and helping other teachers in the use of the computer suite, forms an integral part of the evaluation and development system. The planned curriculum takes into account all the required aspects of information and communication technology. The school now makes very good provision and has used the national grant to improve resources for the subject. These improvements in provision have been made since the previous inspection and the school is now well placed to further develop the subject.

MUSIC

88 By the age of 11, pupils’ attainment in music is above the level expected for their age. Good progress has been made since the previous inspection when standards were satisfactory. This is because a new music co-ordinator has brought expertise into the curriculum and her enthusiasm ensures that pupils thoroughly enjoy their music lessons. The quality of teaching has improved since the previous inspection, with all teaching at least satisfactory and often very good.

89 Pupils make good progress in their ability to play instruments, sing tunefully and listen to and appraise music as they move through the school. For example, in a Year 3 class, the majority of pupils listened with some enjoyment to Vaughn Williams’ “A Lark Ascending”, but a large minority of pupils, mainly boys, displayed weak listening skills. By Year 6, pupils use correct vocabulary to discuss elements of tempo and identify the difference between tempo and rhythm. In one Year 6 class, the musicians in the class play clarinet, piano, recorder, guitar and violin to accompany the rest of the pupils singing songs for the forthcoming school production of “Oliver”. Pupils gave rhythmic support to the singers, improvised sounds and refined and improved their work.

90 The good standards seen by the age of 11 and the progress pupils make is a result of good teaching, both from the staff in the school and the good provision given by peripatetic music teachers. This allows the more able pupils to achieve well. In the Year 6 lesson observed during the inspection, the pace of the lesson was brisk, ensuring that pupils were kept interested and consequently their behaviour was good. The teacher has very good subject knowledge and as a result, basic music skills are taught effectively. Pupils are taught to compose and perform, as well as to listen to and appraise a wide variety of music. Nearly a third of the pupils in the school play a musical instrument, many other pupils are in the school

choir and a large number of pupils take part in regular extra-curricular music lessons. The curriculum is enriched with positive links with local schools and the wider community. For example, pupils take part in a concert with local schools and perform in the Howden “Youth in Concert” events, where they achieve well.

91 The co-ordinator of the subject provides good leadership and this is making a positive impact on the standards being achieved by all pupils. She ensures that music receives a high profile in the general life of the school, for example, where possible, the choir or musicians perform in assemblies, which raises the quality of singing by all and ensures that all pupils have positive role models to follow. There is clear guidance for planning lessons for those teachers who are not as confident teaching music and resources for the subject are good. At the moment, whilst the co-ordinator monitors the quality of lesson planning throughout the school, and has monitored the quality of teaching and learning in Year 5, this needs to be further developed so that a clear view on standards throughout the school is maintained.

PHYSICAL EDUCATION

92 During the inspection all classes observed were involved in striking and fielding games. By the age of 11, pupils’ attainment meets expectations in this area of the physical education curriculum. Most pupils possess sufficient skills to throw and strike a ball effectively, but a minority found this difficult. The more able pupils have good co-ordination and use this well to strike a ball accurately with direction and force. Pupils apply these skills appropriately in a competitive situation. Swimming and water safety are taught in Year 4. By the age of nine, swimming standards are good. In the current Year 4, 82 per cent of pupils achieved the 25 metre standard in the spring term and of these, 35 per cent exceeded this standard. There is insufficient evidence to judge attainment at the end of the key stage in other areas of physical education where pupils were not observed.

93 Where teaching is good, pupils progress well. For example, in Year 3, they throw and return a ball accurately in pairs. In Year 5, good standards of coaching ensure they make swift progress to improve these skills and use them effectively in a game of rounders. In tennis they learn to hold a racket correctly and develop an appropriate stance when playing a shot. The quality of most teaching is good. For example, competent coaching helped pupils develop accuracy in bowling underarm. This led to a brisk game of non-stop rounders, which enabled pupils to demonstrate effective skills in throwing and striking the ball. The most effective learning occurs where specific skills are taught, practised and applied within a game. Most teaching provides good opportunities for all pupils to develop skills and enthusiasm for sports activities. All pupils have good opportunities through lessons and extra-curricular activities to improve their performance. This ensures that most pupils respond positively and participate actively. A number of pupils demonstrate maturity and responsibility when helping set out equipment.

94 The school offers a balanced curriculum in physical education that meets national requirements and makes good use of national guidelines. It is carefully planned to provide a good range of activities that ensure progression in skills development. It ensures that all pupils, including those with special educational needs and English as an additional language, have full access to different activities. The curriculum promotes a competitive spirit and it challenges pupils to perform well. For example, it includes a good range of gymnastic activities, dance and team games. Currently, six pupils are representing their County in athletics competitions. The wide range of extra-curricular activity enhances the curriculum effectively. The annual sports day provides good opportunities for all pupils to take part in both competitive and non-competitive activities.

95 The level of resources is very good because the school has invested in “Top Sport” equipment. Staff make good use of this and a number of them have gained appropriate

coaching qualifications in recent years. There are good links with the sports development officers of Goole Cricket Club and Hull City Football Club. All of this improves provision and has a positive impact upon the standards achieved. However, the co-ordinator has insufficient opportunity to fully monitor the curriculum. The new playground area, marked out for games, provides a good surface and addresses the concerns raised at the previous inspection regarding safety. There is satisfactory improvement in provision since the last inspection.

RELIGIOUS EDUCATION

96 By the age of 11, pupils' knowledge and understanding of religious education is in line with the expectations of the locally agreed syllabus. The pupils make good progress in their understanding of other world faiths and in their ability to reflect on what they have learnt in lessons. The quality of teaching is good, particularly in the effective use of the local and wider community to enrich the curriculum and provide pupils with first hand learning experiences. Pupils of all abilities are supported well in lessons and this ensures that the more able and those pupils with special educational needs or English as an additional language make good progress. The school has made good progress on the issues raised in the previous inspection. Teachers now provide pupils with opportunities to express their personal beliefs and values and the adoption of the new East Riding locally agreed syllabus ensures that the curriculum is well planned.

97 The quality of teaching is good throughout the school. Teachers make effective use of resources to develop the knowledge and understanding of Christianity and other major world faiths. For example, in a Year 3 lesson, pupils were introduced to the holy books of the Christians and Jews. This was sensitively organised, with the Bible and the Torah placed on a table with a lit candle to indicate respect. Pupils responded well to this and reflected that these books contain "God's messages to us". In this lesson, teachers used role play well as pupils enacted scenes from the parables. Pupils were attentive and enjoyed this retelling of well loved stories from the Bible and a positive impact was made on the pupils' understanding of the moral implication of responding to the needs of others and taking the correct action in life. In a lesson in Year 5, the teacher used resources effectively to follow up work after a recent visit to York Minster. In Year 6, a short video presentation and the Hindu artefacts of a Puja Tray were introduced to the pupils to prepare them for a forthcoming visit to a Hindu temple. This good use of resources developed the knowledge and understanding of features in a Christian place of worship and the symbols and special celebrations of other world faiths. Teachers make effective links with literacy in lessons, particularly in the way they encourage pupils to talk about their values and beliefs with other pupils and so develop their speaking and listening skills. Pupils are encouraged to present their work in books with a focus on good writing.

98 The school uses discussion time and assemblies effectively to develop thoughtful responses and this is successful with a majority of pupils. Visits to the local community, for example to become familiar with Howden Minster, are a regular feature of the curriculum. Visits further afield, to York, Durham and Newcastle, introduce pupils to special holy places of worship for Christians and Hindus.

99 The co-ordinator is presently absent and so the subject is being monitored satisfactorily by another member of staff. A useful portfolio of work gives examples of pupils' work in each year group, but this now needs updating. The co-ordinator has looked at samples of pupils' work and monitored teachers' planning. Further opportunities to monitor teaching and learning throughout the school are needed to ensure that the co-ordinator has a secure overview of the subject. The quality of resources for the subject is good.