

INSPECTION REPORT

TRINITY CROFT CE PRIMARY SCHOOL

Rotherham

LEA area: Rotherham

Unique reference number: 106939

Headteacher: Mr M F Gillam

Reporting inspector: Ms A Dawson
11608

Dates of inspection: 11 – 14 June 2001

Inspection number: 215551

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Dalton Lane Dalton Parva Rotherham South Yorkshire
Postcode:	S65 3QJ
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs S Brabbs
Date of previous inspection:	13/01/1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
11608	Ms A Dawson	Registered inspector	English, information and communication technology, art and design, history, equal opportunities, the foundation stage.	The characteristics and effectiveness of the school; the school's results and pupils' achievements; key issues for action; teaching and learning; leadership and management.
9649	Jean Smith	Lay inspector		Pupils' attitudes, values and personal development; partnership with parents and carers; pupils' welfare, health and safety.
16761	Melvyn Hemmings	Team inspector	Mathematics, science, design and technology, geography, music, physical education, special educational needs.	Quality and range of opportunities for learning.

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Trinity Croft Church of England Primary School is smaller than most other primary schools. It is situated in the northern part of Rotherham in South Yorkshire. The school serves an area where there is considerable social and economic disadvantage. It draws the majority of its pupils from the nearby council owned, or privately rented, properties. Most of the pupils attend a nursery or playgroup and enter the school in the term they become five. Pupils' attainments in language, mathematics and social skills are generally below those normally expected. There are 107 pupils on roll; of these 54 are girls and 53 are boys. Thirteen per cent of pupils are on the register for special educational needs, which includes 1 pupil with a Statement of Special Educational Need. This is below the national average of 23 per cent. Forty three per cent of pupils are eligible for free school meals, which is above the national average of 20 per cent. All the pupils are of white European origin, except three pupils who are from South Africa; all pupils have English as their first language. There is one pupil who is talented musically. The school has a stable population with only 6 per cent of pupils leaving or entering the school other than at the normal times. The characteristics of the school are broadly similar to those previously reported in 1997, except that the school benefits from the Thrybergh Education Action Zone and Excellence in Cities Initiative, which seek to raise standards.

HOW GOOD THE SCHOOL IS

This is a very good school with a Christian ethos. The quality of relationships within the school is excellent. Because the quality of teaching is good and individual needs are met, all pupils make good progress in English, mathematics and science. Most pupils enter school with attainments that are below average. They are currently attaining above average standards in mathematics and science and average standards in English by the age of 11 and achieving well. Compared with similar schools in 2000, pupils attained standards that were well above average overall. The headteacher gives very good leadership. He is fully supported by a very able deputy headteacher, a hardworking staff and an effective governing body. There is clear educational direction and vision and the school is well thought of by the parents and the community. The national EAZ and Excellence in Cities initiatives are having a positive impact on pupils' attainments. Despite high unit costs, the school gives very good value for money.

What the school does well

- All pupils make good progress and most attain above average standards in mathematics and science and average standards in English, by the time they are 11years old.
- The pupils learn well because they are taught well throughout the school.
- The school is very well led and managed and supported by a committed and hardworking staff.
- Because there are excellent relationships within the school, the pupils are enthusiastic learners.
- There is a rich curriculum and there is very good provision for pupils' spiritual, moral and social development.
- The school takes very good care of the pupils, which is appreciated by the parents.
- The school has built up a good reputation within the community through good academic standards and is supported well by a minority of parents who make a significant contribution to the pupils' learning.

What could be improved

- The pupils have insufficient opportunities to practise and extend their skills in story writing.

- Information and communication technology is not sufficiently used across the curriculum. There are insufficient resources to support all subjects. Some staff are waiting to be trained to improve their expertise and skills.

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 made very good improvement overall since the previous inspection in 1997. The school has successfully dealt with the key issues from the last inspection, which were concerned with raising standards; improving the schemes of work and curriculum co-ordination; implementing better procedures for assessment; upgrading the quality of the school development plan and the monitoring of teaching and learning. The school has also successfully implemented the foundation stage of learning for pupils under six, the National Literacy and Numeracy Strategies. The curriculum has been revised in the light of new requirements and the learning resources and there are increased staffing levels. There is good improvement in almost every other aspect of the work of the school.

STANDARDS

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

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

Key

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

The 2000 national test results shown above should be treated with caution as the size of the cohort at 13 pupils was small, which diminishes the statistical reliability of the data. There has been a good improvement in standards for seven and 11-year-olds over the past three years. This upward trend is shown in the table above. The rate of improvement is above the national trend. The school exceeded its targets last year and was in the top ten per cent of Rotherham schools for improvement. Challenging targets have been set for the future. In the 2000 national tests for 11-year-olds, standards in mathematics and science were well above average. In English, they were average. When compared with similar schools, the pupils attained above average standards in English and high standards in mathematics and science. In the national tests for 7-year-olds in 2000 the pupils attained average standards in reading and below average standards in writing and mathematics. In comparison with similar schools, the pupils attained well above average standards in reading and above average standards in writing and mathematics. The inspection finds that for the current groups of pupils in Year 2 and Year 6, standards are above average in mathematics and science and average in English overall. There are some variations in pupils' attainment from year to year which cause fluctuations in the overall attainment of these year groups. Pupils' achievement is good throughout the school. In English, pupils' listening skills are above average throughout the school, while their speaking skills are average. Pupils' reading skills are above average by the age of seven and average by 11. In writing, pupils attain average standards throughout the school. In mathematics, standards throughout the school are above average and pupils' work in mental mathematics and their problem-solving skills are a strength. In science, most are developing their investigative skills well and attain above

average standards throughout the school. In art and design, geography, history and information and communication technology, standards match the expectations of the National Curriculum by the ages of seven and 11. In design and technology, music and physical education there was too little evidence on which to base secure judgements on standards. However, in music the quality of singing is above the expected standard throughout the school. Pupils in the foundation stage make good progress. In all six areas of learning they are on course to attain the goals expected nationally. Pupils with special educational needs get good support and make good progress towards their targets. The boy's achievements have improved to match that of the girls.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to learning. They concentrate very well during lessons for long periods of time. They enjoy school and take very good care of their resources and the building.
Behaviour, in and out of classrooms	Behaviour is very good both in lessons and in and around school. No poor behaviour was seen during the inspection. There have never been any pupil exclusions.
Personal development and relationships	Very good. Pupils are highly motivated learners. They respect the views of others and play and work happily together. This is evident in the excellent relationships between pupils, staff and other adults who work in the school.
Attendance	Pupils' attendance is satisfactory overall. Pupils' punctuality is good. The breakfast club encourages pupils to arrive on time and provides them with a good start to the day.

The positive approach towards encouraging good behaviour and attitudes to work and self-respect and respect for others, is central to the school's Christian aims and values. This is a happy community where the pupils' attitudes to school are a major contributing factor to their good achievement.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5-7 years	Aged 7-11 years
Lessons seen overall	Good	Very good	Good

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

The quality of teaching is good overall and a major strength of the school. Clear objectives and demonstrations of what pupils are to learn help them, step by step, to progress well. Teachers' high expectations of pupils and the excellent relationships within the school promote pupils' good achievement. In 24 per cent of lessons teaching is very good and in a further 56 per cent it is good. In the remaining 20 per cent it is satisfactory. There is little difference in the quality of teaching throughout the school, apart from Key Stage 1. Here most of the teaching observed was very good. There is good teaching in the foundation

stage and the basic skills of reading, writing and mathematics are taught well throughout the school. In subjects, the teaching of mathematics and science is particularly good, while that of imaginative writing and information and communication technology is satisfactory. Teachers work very well together, sharing their expertise, using time and resources very effectively. The support staff are particularly well deployed and make a significant contribution to pupils' learning. The 'reading mentors' and the 'learning mentor' support pupils' learning well. However, there are insufficient opportunities planned for the development of story writing and for using information and communication technology skills across the curriculum. In the very successful teaching the teachers apply the methods advocated in the National Literacy and Numeracy Strategies very carefully and thoroughly. The pupils with special educational needs are supported well and make good progress. Where teaching is satisfactory, in a small number of lessons, the teachers' introductions were too long, which did not allow sufficient time for pupils to do their work, limiting their learning to a satisfactory level. The staff take care to meet the needs of all its pupils and fully include them in all aspects of school life.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum for children under six is well planned and leads effectively into the programmes of study for the National Curriculum. The curriculum for pupils throughout the school is rich and broadly based. There is good quality education about the misuse of drugs, health and sex education.
Provision for pupils with special educational needs	Good. Learning difficulties are identified early. The pupils are supported well in classes and make good progress towards their targets.
Provision for pupils with English as an additional language	There are no pupils with English as an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is very good provision for pupils' personal development. The school makes very good provision for pupils' spiritual, moral and social development and good provision for their cultural development. There are good procedures in place for child protection.
How well the school cares for its pupils	The school takes very good care of the pupils. There are very good procedures for promoting good behaviour. Procedures for assessment are very good and the staff use assessments of pupils' work very well to inform their future lesson planning. Effective procedures are applied for child protection.

The school has a good partnership with parents. Parents feel welcomed into school and the school responds quickly to their needs. The parents think highly of the school and are appreciative of the care given to their children. Approximately half of the parents support their children's learning well at home and a small minority support pupils well in school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is very well led and managed. The headteacher, deputy headteacher and the staff work together with clear direction to achieve the aims of the school. They are successfully improving standards.
How well the governors fulfil their responsibilities	The governors are supportive of the school. They receive good information from the headteacher and work effectively with him to meet the school's targets and fulfil their statutory duties.
The school's evaluation of its performance	The school evaluates its performance very well and spread the strengths to improve practices and works hard to overcome its weaknesses. The headteacher and subject leaders evaluate teaching and learning successfully to improve the quality of education provided.
The strategic use of resources	The school makes very good use of the building, time, staff and the budget to help children learn. The accommodation and resources are used well to support learning.

The support staff, including the reading mentors and learning mentor, are well deployed to make a good contribution to pupils' learning. The school constantly seeks to find best value for money and make the best use of its budget to raise standards.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Most parents are pleased with their children's progress and the standards they achieve. • Parents feel the quality of teaching is good and pupils are expected to do their best. • Parents are pleased that pupils behave well and there are good relationships between pupils and staff. • The majority of parents feel that the school is helping their children to become mature and responsible. • Most parents feel comfortable about approaching the school with queries or concerns. 	<ul style="list-style-type: none"> • Some parents do not agree with homework. • A minority of parents would like more extra-curricular activities for their children

The inspectors agree with the very positive view of the school held by the parents. Approximately half of all parents do not support the homework or children's learning at home. The amount falls within the normal range expected nationally for pupils of this age. Homework is planned well by the school and when parents help their children to consolidate and extend what their children have studied during the day it helps them to make good progress. The extra-curricular activities are good for a school of this size.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Since the previous inspection in 1997, the school has successfully implemented the foundation stage of learning for pupils under six and the National Literacy and Numeracy Strategies. Pupils currently between the ages of seven and 11 make good progress in English, mathematics and science and achieve well. By the age of seven and 11, pupils attain average standards in English overall, and above average standards in mathematics and science. Throughout the school, pupils' speaking skills are average. However, most are above average in their listening skills. By the age of seven, pupils attain above average standards in reading, but the standards in reading are average by the age of 11. In writing, pupils write well on a wide range of topics and for different age groups but their skills in writing stories could be higher. In mathematics, pupils' mental mathematics and problem-solving skills are developing well. In science, throughout the school, pupils' investigational skills are strong. There are more demands made on curricular time for literacy and numeracy than previously which has reduced the time available for teaching other subjects. This tends to limit pupils' attainments to levels that are nationally expected. In information and communication technology, pupils' attainment is at the expected levels overall but they are not able to access the Internet because the facility has yet to be installed. There are shortages in software for some subjects. In design and technology, physical education and music where there was insufficient evidence gained during the inspection to make a judgement. In all other subjects pupils attain the expectations nationally by the ages of seven and 11.
2. The pupils enter school in the reception year, in the term they become five. The majority enter with speaking, mathematical skills and concentration skills that are below what is normally expected for children of this age. Although there is a wide range of attainments in any one year group, during the past few years the attainments pupils achieved on their initial assessments, shortly after entry to school were, overall below average.
3. Pupils in the foundation stage make good progress and achieve well to the expected early learning goals in their personal, social and emotional development, communication, language and literacy, knowledge and understanding of the world, creative and physical development. In all areas of learning, pupils are on course to attain the expected goals by the end of their reception year. The older pupils in Year 1 help the younger reception pupils in their class by modelling the behaviour that is expected of them. This helps the pupils to adapt quickly to their new surroundings. Additionally, the care taken by staff to ensure that children are happy and confident learners helps to raise their attainment in their personal, social and emotional development. Particular care is taken to ensure that children get a good start to their education.
4. Caution must be exercised on making judgements about pupils' attainment in relation to national norms because the small numbers in each year group reduces the reliability of statistical data. Where there are ten or less pupils in a year group, the statistics for comparison with national results are omitted. There were 13 pupils aged seven and aged 11, who took the tests in 2000. At the age of 11, one pupil

counted for as much as seven per cent of the class. Although, there are some variations, approximately 20 per cent of class in Year 6 were on the register for special educational needs last year. This year the overall attainment of the pupils in Year 6 is not quite as high as last year. This is because there are very few higher attaining pupils and a slightly larger percentage of pupils approximately 23 per cent of pupils with special educational needs.

5. In 2000, results show that in relation to their starting points on entry to the school, all the pupils made good progress to attain well above average standards in mathematics and science and average standards in English by the age of 11. Pupils did better in numeracy because there was a school focus on numeracy. In mathematics and science, teachers used assessment of pupils' work well to plan pupils' work. In English, pupils' skills were not as high as they could have been in reading in particular for pupils aged 11 and in writing for pupils aged 7, when compared with other aspects of their English work. Teachers' assessments for reading and writing were not as detailed as they are now. They are now moderated against others that have been standardised. The school recognised these areas for improvement and has put in place a number of strategies to raise pupils' attainment. Procedures and the quality of teachers' assessments are greatly improved. Other strategies have also been introduced including the work of reading mentors in Key Stage 2. This is a trained group of seven voluntary helpers who hear pupils read at least three times a week and note their weaknesses which are passed onto their teachers and parents. This results in raising the attainment of pupils who need an extra boost so they do not fall behind by as much as six months. There are further opportunities to develop pupils' skills in writing. For example, work on clearly sequenced writing with the use of more adventurous vocabulary throughout the school is beginning to have a positive impact on pupils' standards. The full impact of these strategies are not yet evident and the school has recognised that pupils, particularly the more able ones, need further practice to raise standards in story writing. Even though last year the numbers of pupils were small in comparison with pupils in similar schools, the pupils did well. Pupils attained well above average standards in mathematics and science and above average standards in English by the age of 11. Their achievement at the higher levels was very good. In English, mathematics and science the percentage of pupils attaining the higher levels exceeded the national averages. In science the pupils exceeded the national average by as much as 20 per cent. The school exceeded its targets last year and has set challenging targets for the future. The pupils' enthusiasm for learning and wanting to do well, coupled with the good quality teaching, are significant factors that contribute to the pupils good achievement. This year, the pupils are attaining average standards in English and above average standards in mathematics and science by 11. The attainments of this group of pupils overall are not quite as high as the overall attainment of the Year 6 pupils who took the tests last year.
6. In information and communication technology, pupils' attainment is close to the national expectation by the ages of seven and 11. Pupils' achievement and progress is satisfactory. Pupils' access to computers has been limited by the lack of resources and staff training. At Key Stage 1, pupils are learning well to use listening centres and control programmable floor robots, which make a good contribution to the standards they attain. By the age of 11, pupils use their word processing skills well to draft their writing. They use mostly books to research their topics, as there is a shortage of software to support pupils' research skills. As yet, pupils have no access to the Internet. Both the resourcing and the staff training

needs are being addressed. Consequently, information and communication technology is not sufficiently used in other subjects across the curriculum.

7. In art and design, geography and history pupils attain the nationally expected standards by the ages of seven and 11. The expertise of outside specialist teachers for music and coaching in physical education makes a positive contribution to pupils' learning. Pupils' skills in singing are particularly well developed. Because limited evidence was seen to support design and technology, music, physical education it was not possible to make judgements on standards.
8. Pupils' get a good start to their education and make good progress during the foundation stage. They continue steadily to make good progress. Pupils learn at a faster rate with the very good teaching in Year 2.
9. Pupils with special educational needs make good progress because they are supported well by the staff. Their achievement is good in relation to their individually agreed targets. This is the result of the good knowledge the teachers and support staff have of their needs. This is also aided by the increased support staffing levels since the previous inspection. The school policy to meet the needs of all pupils is clearly evident in practice. There is no significant difference observed in the progress of boys and girls who attain equally well in lessons, contrary to the past where the boys' attainment was significantly lower than the girls.

Pupils' attitudes, values and personal development

10. Pupils' attitudes, values and personal development are very good. Since the previous inspection in 1997 this aspect of pupils' development has continued to gain momentum from good to very good. This is a strength of the school.
11. Pupils clearly enjoy school. They value the school, taking good care of the accommodation and resources. They participate well in all the varied activities it offers such as clubs, school trips, participation in matches and tournaments and the seasonal traditions such as 'egg shackling and rolling'. All the parents who returned the questionnaire agreed that their children like school and a large majority strongly agreed. When a group of Year 5/6 pupils were asked what they liked best about school they replied 'everything'. A marked feature of pupils' attitudes to learning is their high degree of motivation. They genuinely want to do well. These very positive attitudes are largely due to the high expectations of the headteacher and all the staff, the praise and encouragement they give and the good teaching, which keeps pupils interested and involved in their learning.
12. Attitudes and behaviour in a significant majority of lessons are good or very good. Pupils throughout the school listen well and respond quickly and without fuss to instructions so that very little time is wasted. They are always keen to answer questions and when working in groups they collaborate very well. For example, in a numeracy lesson, when Year 1/2 pupils were given challenging problems, they worked together happily, productively and busily in their groups. They showed that they could appreciate each other's talents and they were keen and confident when talking about their work.
13. Pupils are encouraged to use their initiative by doing research and investigation. For example in a history lesson Year 1/2 sequence packs of photographs and pictures accurately and in chronological order dating from Victorian times to the present day.

Pupils were excited by the challenging activity and worked together very well to come up with answers. In a history lesson about Ancient Egypt, pupils in Years 3/4 enjoyed looking at photographs and artefacts and using these to make deductions about life in Ancient Egypt. Pupils were also keen to show the research they had done at home on the topic. Some pupils were motivated to make extensive topic folders finding out additional information about the life of Ancient Egyptians from books and the Internet. In a geography lesson about rivers Year 5/6 pupils worked very well together in groups to research information about rivers and they entered keenly into discussion on the topic. Relationships between pupils and between pupils and adults are excellent. It is the quality of these relationships, particularly the high level of mutual respect, which helps to explain pupils' very good personal development. Pupils are extremely helpful. They are good at seeing what needs to be done and getting on and doing it. They help each other well in lessons. They also use their initiative by helping each other when they have problems or are hurt. They show a very good awareness of the impact of their actions on others. For example, all pupils devise their own personal targets, which are placed above their coat pegs. Many of these targets are about being kind to each other. Pupils throughout the school carry out responsibilities that they are given in a sensible and trustworthy manner. For example older girls and boys sell crisps and pop at break times and sometimes help to look after younger pupils.

14. Pupils' behaviour is very good both in class and around school. Pupils have a very good level of self-discipline. When Year 4/5 pupils go swimming they behave in an extremely sensible and orderly manner without needing to be reminded. The promptness with which pupils respond to instructions means that little time is wasted on organisation. In the playground pupils play very pleasantly together and they are very friendly and polite to visitors and helpers. There have never been any pupil exclusions.
15. Attendance is satisfactory and punctuality is good. At the time of the last inspection attendance was below 90 per cent and was unsatisfactory. It is now improved. Amongst the reasons for this very good improvement are the close monitoring of attendance and punctuality by the school and the learning mentor's good liaison with parents. The Breakfast Club has also helped by giving the pupils who attend a good start to the day. More fundamentally, attendance is good because the pupils enjoy coming to school.

HOW WELL ARE PUPILS TAUGHT?

16. The pupils are taught well. The good quality of teaching and learning is a major strength of the school. The major features of why it is so successful are the consistently good planning to meet the needs of all pupils; the well deployed support staff; the good quality of their intervention with individual and groups of pupils, the teaching methods and the strength of the relationships within the Christian values that the school promotes. This results in pupils who are enthusiastic learners and are confident in asking questions to further their understanding. The teachers know their pupils well and have high expectations of their achievement. The work of the learning mentor and the reading mentors help to address individual needs well. The learning mentor works with individual and groups of pupils and their families to help raise pupils' attainment by giving them additional support in lessons. The reading mentors, guided by the staff, hear pupils read at least three times a week and identify words where pupils need extra

practise. The impact of regular individual tuition for overcoming weaknesses and building pupils' self-esteem has a positive impact on their attainment.

17. There is little variation in the quality of teaching across the subjects. In the foundation stage and Key Stage 2, the quality of teaching and learning was predominantly good while it was very good in the Key Stage 1 class. Here the teaching was lively and moved along at a faster pace. There were 34 lessons observed. In 24 per cent of lessons, the quality of teaching was very good. In 56 per cent of lessons observed the teaching was good and in the remaining 20 per cent of lessons it was satisfactory. This is a good improvement since the last inspection where the quality of teaching was judged to be satisfactory in Key Stage 1. This improvement reflects the hard work of the teaching staff to improve the quality of their work. Weaknesses in teaching in the previous inspection were in the teachers' expectations of pupils' achievements, and the assessment of pupils' work, resulting in pupils working at a slower pace. These issues have been addressed fully. In the small number of lessons observed that were satisfactory, the teachers misjudged the pace of the lessons and spent too long introducing their lessons, which did not allow sufficient time for pupils to do their work. In information and communication technology, design and technology, music and physical education there was too little teaching observed on which to base a secure judgement. However, pupils' singing is above expectations nationally in their ability to sing tunefully and in two and three part harmonies. Teachers' planning and pupils' past work and discussions with staff and pupils were taken into account when making judgements about teaching in other curriculum areas.
18. Teachers plan well. The quality of planning has improved as teachers have adopted the national strategy methods in subjects other than English or mathematics. For example, lessons are planned so that the support assistants are all aware of the specific objectives to be achieved. At the beginning of most lessons, teachers generally share the learning objectives with the pupils. Similarly at the end of the lesson the teachers refer back to the learning objectives to ensure that the learning has been secured. During discussions, teachers' questioning skills are skilful and challenge pupils to think hard about their work. The teachers value the pupils' suggestions and this has a positive effect of raising the pupils' self-esteem and confidence. The excellent relationships between pupils and teachers promote learning, as pupils are encouraged to think and work independently or as part of a small group. The pupils' work very well together throughout the school and respect what others have to say. Teachers have good knowledge and understanding of the subjects they teach. They use the correct technical terms and appropriate subject based specific language to develop pupils' knowledge and understanding of each subject. For example, pupils understand the meaning of a 'key' as they draw maps in Key Stage 1 and in Year 6, pupils understand the meaning of a 'database' as they work on the laptop computers. The teachers provide clear explanations of words and terms that the pupils find difficult to understand.
19. The teaching and learning of literacy and numeracy is good overall. The Literacy and Numeracy Strategies have been implemented well. Teachers use the national guidance effectively in planning and teaching and pupils learn and achieve well by the time they leave school. Although the full curriculum is taught, there are too few opportunities for pupils to develop their skills in writing long imaginative stories. The basic skills of reading, writing and mathematics are taught well during the literacy and numeracy hours. The pupils use their skills well to support learning successfully in other curriculum areas. For example, in science lessons the pupils

have the opportunity to measure accurately and to record the results of their experiments and explain what the results show. Most aspects of information and communication technology is developing appropriately to support other areas of the curriculum. However, this has been hampered recently by the lack of staff training, software and lack of access to the Internet. However, these issues are presently being addressed and will be resolved in the near future. Teachers' expectations of the pupils' behaviour and their work are good. In the reception class, pupils help to organise their resources with the minimum of fuss. During the literacy and numeracy hours the pupils who are Year 1 in the reception class join the Key Stage 1 class for their lesson. This helps the pupils learn well as the work is well matched to their needs. Pupils in the reception class learn equally as well during their literacy and numeracy lessons, the reduced class size allows for more direct one-to-one teaching and ensures that all pupils are making the progress they should.

20. The pupil with a statement of Special Educational Need and those pupils on the special educational needs register, are given good support from the experienced teaching and support staff. Teachers are effectively involved in the writing of the individual education plans. The plans consist of detailed and manageable targets, enabling the staff to fully meet the needs of these pupils. The successful liaison between the teachers and the support staff is a significant contributor to the achievement of the pupils with special educational needs. This is a good improvement from the previous report. The teachers have good advice and support from the local authority services.
21. The teaching of the pupils in the foundation stage is good. This has improved from the satisfactory level reported in the previous inspection. Since then a new curriculum has been implemented for the foundation stage and there are improved resources and provision. The well thought out planning takes into account the Early Learning Goals and the initial stages of the National Curriculum. The needs of the pupils are carefully catered for. Learning through structured play is a key feature of the pupils' work. For example, the role play area has been carefully organised as a station with the help of the pupils around the topic of journeys and reflects the termly topic work which has included the pupils' train ride. Pupils are taught well to role play a customer or a waitress in the café or the train driver, ticket collector. The very good use of resources and skilful intervention of the staff promote pupils' speaking and social skills well. The provision for outdoor activities, physical, and creative development have improved since the last inspection when insufficient opportunities were provided to develop pupils' physical skills such as climbing or balancing and pupils had insufficient opportunities to choose their materials or to make models. Staff work hard to focus their teaching on the development of the pupils' speaking and listening skills and their personal and social development. The detailed observations of the pupils' learning enable accurate assessments to be made, which help to guide the planning of activities. The staff start to build the excellent relationships that exist in the school as soon as pupils enter the reception class. Individual help is given to make sure that pupils are helped to adjust quickly to the new routines. The Year 1 pupils in the class help the reception pupils to settle into the school routines quickly. This encourages them to become independent and confident in their learning.
22. The headteacher and the subject leaders regularly evaluate teachers' planning and give support and advice to improve its quality. Literacy and numeracy lessons have been evaluated for the effectiveness of the methods on pupils' learning. The assessments from these observations are used well to help teachers improve the

quality of their teaching and learning. Because the headteacher regularly teaches in all classes, he is well informed about the standards of work in each class and can gain some impressions of how well pupils have been taught. Well-focussed targets for improvement of standards have been set. Pupils' work and test results are analysed carefully for weaknesses which are used well to identify areas for improvement. The improvement in writing and information and communication technology is prioritised by the school for development this year. Teachers' day-to-day assessment is good. The teachers who assess pupils' progress well use this information to help plan their lessons. The teachers mark the pupils' work in a supportive manner, but sometimes, although the teachers tell the pupils what they have done well, they do not always indicate how they can improve.

23. Since the last inspection, the school has made good improvement. It has employed extra support staff to raise attainment for the less able pupils and give more support to teachers in the classroom, especially in the foundation stage and in Key Stage 1. This has had a positive impact in raising the quality of teaching and learning because the extra support given to the less able pupils has enabled the class teachers to work with and extend the others. The staff have developed successful strategies for helping and guiding pupils, which are the strategies promoted through the Education Action Zone (EAZ). The learning mentor and the reading mentors are instrumental in providing additional help and personal support for some pupils to improve their standards in literacy and numeracy. The support and assistance the staff give to each other in planning lessons and teamwork is helping to raise the quality of teaching. A good range of homework is provided with pupils working on many tasks including reading, writing, mathematics, spellings and researching their topics. This is supported well by approximately half of the parents who make a good contribution to their children's learning. If other pupils fall behind in their learning are quickly identified and have the additional support of the learning mentor or reading mentors.

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

24. The curricular and other opportunities provided for pupils throughout the school are good. All statutory requirements are met. There has been good improvement in the curriculum since the last inspection when it was judged satisfactory. In the foundation stage of learning, the teachers and other adults working in the reception class have created an effective learning environment. Additional resources have been provided; provision has been extended for sand, water and physical activities. Consequently, along with better-planned activities, pupils make good progress in all the areas of learning expected for this age range. For pupils aged six to 11, the national literacy and numeracy strategies have been successfully implemented and are taught well. However, this does limit the time allocations for other subjects to be taught which tends to depress pupils' attainments to satisfactory levels. Opportunities for pupils to use their information communication technology skills to enhance their work in other subjects are limited. There are also not enough opportunities for pupils to write longer imaginative stories. Good support is provided for the pupils in Year 6, in the form of booster classes, as they prepare for the national tests for 11-year-olds. Swimming lessons are provided for pupils in years 4/5 and, by the time that they leave school nearly all pupils can swim a minimum of 25 metres. There is a very good range of activities that support and broaden the pupils' access to learning, including breakfast and after school clubs and homework. The school places good emphasis on creative activities and pupils are especially

encouraged to develop their singing skills. They are able to take part in a variety of musical performances and each year sing for the fellowship of the services at the cenotaph. The curriculum is also enriched by involvement in national and local initiatives, such as 'Excellence in Cities' (EiC) and the Thrybergh Community Learning Partnership, which is the focus of the small Education Action Zone (EAZ). This initiative has had a positive effect on standards in English and mathematics, through the reading and learning mentor schemes and is currently being used to improve resources and staff training for information and communication technology.

25. There is good provision for the pupils' personal, social and health education. Frequent opportunities are planned for class discussions known as 'circle time', where pupils talk about social and moral issues and learn to respect the values and beliefs of other pupils and adults. An extensive range of visits, including residential stays, during which the pupils learn to work together and care for each other, supports the pupils' social development well. In school, pupils are taught to develop good attitudes towards healthy eating and are made aware of the harmful effects of the misuse of drugs. The school provides sex education in a sensitive manner that stresses the importance of a caring Christian family life. Pupils show initiative and learn to take responsibility very well, for example, as younger pupils deliver messages between classes and get out and put away resources and equipment in lessons. The older pupils act as classroom monitors and enjoy looking after the younger ones at various times of the day.
26. There is strong emphasis on the school being a socially inclusive community and it is successful in ensuring that all pupils have equal access to the curriculum. Equality of opportunity is implicit in the work of the school, with the examples set by all staff being fundamental to this provision. There are effective systems in place to support pupils with special educational needs that enable them to make good progress towards the targets in their individual education plans. There is also good support for a pupil who is musically talented. Opportunities are provided for her to make effective progress by playing the piano in assembly for instance. There has been very good improvement in the school's planning procedures since the last inspection. The adoption of the national guidance in all subjects has led to improved planning procedures. The teachers now focus their planning on how best to develop the recommended learning in an appropriately sequential way.
27. There is a good range of extra-curricular activities offered to pupils, which includes inter-school competitive team games. There is a variety of clubs that include recorders, sewing, football, rugby and rounders, and an adventure club is in the process of being set up for activities such as skating and skiing. The school also gives all pupils opportunities to take part in an extensive range of educational visits that enrich the curriculum by providing further significant learning experiences. Younger pupils have visited Cusworth Hall to learn about old toys, as part of their work in history, and Dalton playground during work on forces in science. Older pupils visit Shibden Hall to learn about life in Tudor times, and Thrybergh Country Park to support their studies in science and geography. There are residential stays at the seaside in Filey and at an information and communication technology outdoor pursuits centre to help develop pupils' personal and social skills, physical skills and also learning information and communication technology skills. The school arranges for many visitors to come to school, including authors, artists, musicians, drama groups and professional sports coaches to work with pupils to develop their skills.
28. There are strong links with the community, especially the local church which make a good contribution to pupils' personal development. For example, the parish priest is

a regular visitor to take weekly assemblies and work with pupils to deepen their knowledge and understanding in religious education. Pupils have regular opportunities to attend mass. The pupils sing carols in the village at Christmas and visit the home for elderly residents with gifts at harvest festival time. The school is fully aware of the need to teach pupils about the misuse of drugs and other social issues of concern. Representatives from the police come in to raise awareness of the dangers of the misuse of drugs, to advise on what to do in case of an accident and to give 'Stranger Danger' talks. There are opportunities for pupils to raise money for a variety of local and national charities, including 'Action for Children', in which they gain a good understanding of the needs of others. There are links with a variety of local businesses that enable the pupils to gain an awareness of the world of work and also provide sponsorship for educational resources. There are very effective links with partner primary schools maximise resources and learning opportunities. These good links are also extended to the local Secondary Schools. The school works closely with the teachers from the local secondary school to make sure that pupils in Year 6 are prepared for when they transfer to the school. Plans are in place for closer liaison with the secondary school teachers in science where the staff plan to teach some lessons to the primary pupils which continue into their secondary classes. There are close links with local colleges and Sheffield Hallam University whose students come into school to work with pupils to help them learn.

29. The provision for pupils' spiritual, moral, social development is very good and it is good for pupils' cultural development. This shows improvement since the last inspection, and it is a strength of the school.
30. The promotion of pupils' spiritual development through the curriculum and acts of collective worship is very good. There are many opportunities for quiet reflection in assemblies and notably during class discussion times. In an assembly taken by the headteacher on the theme of the celebration of Pentecost, the pupils had time to think quietly about problems they might have and how to care for others. They discussed helping one another in class and during playtimes. Within this assembly there was good use of a hat in the form of a living flame to represent the Holy Spirit, which focussed pupils' attention and effectively developed their understanding of this story. Spirituality is also promoted through close links with the local church, with the parish priest visiting school to take weekly assemblies and to work with the children to deepen their understanding of religious issues.
31. The provision for moral and social development is also very good and the school is a very harmonious community in which the vast majority of pupils clearly know right from wrong. Moral themes feature in many aspects of the curriculum and are an integral part of the school's Christian ethos. The pupils are encouraged to develop good moral values through the positive behaviour policy and through the very good examples set by teachers and other adults. The staff work very hard to promote a sense of fairness among pupils and are successful in teaching them to be tolerant of each other. Class discussion times are used well to promote good moral values with pupils who are able to discuss issues such as bullying and how to care for others. The school works very hard to develop pupils' social skills so that effective learning takes place as they progress through the school. They are encouraged to take responsibility for their actions and to work and play together with respect and tolerance. From the start of their time in school, pupils are provided with very good social development opportunities, with all the staff providing very good role models. Pupils are encouraged to set their own social and personal targets, as is seen in the display in class 2 in which there are comments about looking after others and

behaving well. Pupils listen to and respect the opinions of others, for instance, during the introductions and evaluations of most lessons. They are encouraged to work collaboratively in pairs and small groups, as is especially evident in science and physical education lessons. There is a good range of extra curricular activities, including visits and residential stays, offered to pupils which very effectively support the development of their personal and social skills.

32. The provision for pupils' cultural development is good. They are given opportunities to appreciate aspects of their own culture by visits to theatres, museums and other places of educational interest such as Shibden Hall and Jodrell Bank, and to work with visiting musicians, authors, poets and artists. In lessons, the pupils listen to stories, music and study art and design from a range of cultures. Books have been carefully chosen to ensure that the environment reflects the valuing of different communities. In religious education lessons, there is often emphasis placed on learning about the beliefs and traditions of other faiths and cultures, such as Islam and Judaism. Students of different ethnic backgrounds visit from local colleges to work with pupils in helping to develop their understanding and tolerance of other people's religious convictions and cultural traditions.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. A strength of the school is the way in which all staff in the school community care very well for the pupils and work together to provide a secure, calm and happy learning environment. The headteacher sets the tone of mutual respect, which characterises the excellent relationships that exist throughout the school. The respect, praise and encouragement which pupils are generously given boosts their self esteem and makes them want to do their best. The work of the learning mentor and support staff is a significant element in the school's very good provision of care. There is good improvement since the last inspection.
34. Children join the reception class, the term they become five. Most transfer from several different nurseries and a minority have had no nursery education. At the beginning of the year, some and especially those who have not attended a nursery or playgroup, find it hard to settle-down. However, children respond well to the calm and skilful behaviour management of their teacher and other staff; and soon get on very well with each other. Children come for mornings only for their first two weeks in the reception class and parents agree that this helps the children to settle in easily. The quality of midday supervision of pupils is very good. Lunchtime supervisors provide good care for pupils in the playground and there is close supervision of younger pupils when they descend the steep steps from the grassy play area. All staff in the school have undertaken some first aid training.
35. The school has good procedures for ensuring the health and safety of pupils. Staff have a high regard for the pupils' safety. The installation of new fencing and the resurfacing of the playground have made the school a safer environment. The local police are asked to reinforce the school policy when they come to the school to talk to pupils about their personal safety. The school has effective child protection procedures. The headteacher and deputy head are the named persons for child protection and all staff are fully aware of child protection issues.
36. The school's very good procedures for promoting good behaviour provide a calm learning environment. Well-established school routines, a few simple school rules

and teachers' consistent expectations of good behaviour mean that pupils know where they stand. Pupils' very good level of self discipline means that very little time is wasted in maintaining discipline. There are very good procedures in place for dealing with any incidents of bullying which might occur. The school's strong Christian ethos, the use of class discussions when needed and the alertness of staff all contribute to the creation of an environment where bullying is not tolerated.

37. There are good procedures for monitoring attendance and punctuality. In the case of a few pupils who used to have poor attendance and punctuality the Breakfast Club has been helpful in improving this. The Breakfast Club was started by the learning mentor employed as part of the Excellence in Cities initiative. The learning mentor has also helped to improve attendance through the friendly and supportive links she has established with parents.
38. The school's very effective support and guidance help to raise pupils' achievements. The good deployment of trained and skilful support staff makes a significant contribution to this. All staff work hard to ensure that pupils are praised and have a good sense of self-worth and this helps pupils to make good academic progress. Pupils' personal achievements are also recognised in good work assemblies. Class teachers keep useful records of personal development, which gives them additional insight into their individual needs. The setting of personal targets by pupils themselves encourages reflection and is a useful initiative; many of these targets show that pupils are able to make realistic self-assessments. The school uses occasions such as assemblies to reward pupils for good behaviour and work which makes a good contribution to their personal development. The volunteers who help with sewing and by hearing pupils read provide pupils with valuable one to one attention. The learning mentor also gives pupils good support when they have problems. For example, she is helping two children who have recently come from South Africa to settle in to school.
39. The school has very good procedures for assessing pupils' attainment and progress and makes very good use of this information to guide and direct its work. In the previous inspection, the inspector raised a key issue asking the school to ensure that more effective use was made of assessment information. The school has worked on this area for development and although some of the procedures are new and are not yet fully embedded into the work of the school, they are effective. There is, however, still more work to be done in ensuring that all the pupils' individual targets are monitored. The information the school gathers is used particularly well in English, mathematics and science. The assessment of the pupils as they enter the school, in their test results at the age of seven and the significant testing arrangements for each year group enable the teachers to build on pupils' previous learning. The pupils are carefully tracked by the assessment co-ordinator and she is able to identify pupils who are achieving well and those who are not. Because this is a small school, the teachers know all the pupils very well. This helps them to plan their lessons to meet the needs of each pupil and effectively to target the pupils' learning. The teachers are increasingly using the detailed information that the school gathers to group the pupils for different tasks. Each class teacher keeps thorough and detailed information on the progress that the pupils make over all the curriculum areas.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

40. Parents strongly support the school and its good standing within the local community. This was recently observed when the parents rejected a recent proposal to amalgamate this school with another nearby. The parents' questionnaire shows a strong degree of support for most aspects of the school's provision. In particular most parents strongly agree that their children like school and are making good progress. They value the good teaching and leadership. They strongly agree that the school expects their children to work hard and is helping them to become mature. The inspection does not agree with the views of a small minority of parents that the school does not provide an interesting range of activities outside school. The school has some clubs and caters for a reasonably wide range of interests so far as the strengths of a small staff permits. Considerable efforts are made to ensure that pupils go on regular school trips and participate in sporting matches and tournaments.
41. The school provides parents with good quality information including regular information letters. Parents feel very comfortable approaching the school and appreciate the ease with which they are able to talk to their child's teacher. In order to keep parents informed the school has held meetings about the curriculum and about national tests but attendance has been disappointing. Parents feel that they get a good picture of their children's progress when they attend parents' evenings but about one third of parents fail to attend these. Annual written reports reveal teachers' good knowledge of pupils. Comments on mathematics and English provide a clear and sufficiently detailed outline of what pupils can do and incorporate suggestions for improvement.
42. A small number of parents provide the school with extremely valuable help particularly through their participation in the 'Better Reading Project'. This is an EAZ initiative which involves training volunteers as reading mentors to hear pupils read. Parents help selected pupils who are behind in their reading three times a week for ten weeks. This initiative has had a significant impact on the progress of the pupils involved and the reading competence of some pupils has been accelerated by as much as six months. The school now employs several of the parents who underwent the reading training as classroom assistants. A few parents provide valuable help to the school by meeting regularly to prepare numeracy resources and parents also help to make book bags and assist pupils with their sewing. Parents also help the school by their involvement in the summer and Christmas fairs and these provide useful funds for the school.
43. Many parents contribute to their children's learning by hearing their children read and by helping younger children to learn the words they are given. The school is working hard to improve its partnership with parents. However some parents do not approve of homework and about half do not listen to their children read. The reading mentors who come into school help those children who do not get support from home. The school is concerned about the lack of parental involvement in some children's learning and it aims to encourage shared reading by participating in the EAZ initiative 'Books for Babies'. The aim of this initiative is to encourage parents to enjoy sharing picture books with their young children. Initiatives in the planning stage include information and communication technology provision which will be shared with the community and drama and performance which will also draw-in the parents. The learning mentor is also ably assisting the school to encourage more parents to become involved in its work.

HOW WELL IS THE SCHOOL LED AND MANAGED?

44. The school benefits significantly from very good leadership. The headteacher has clear vision and is supported well by a very able deputy headteacher and a hardworking staff. The school places a high priority on raising standards in English, mathematics and science and developing the confidence and achievements of individual pupils within a Christian ethos. This is an improvement from the previous inspection where the quality of leadership was good. The headteacher maintains a clear overview of the work of the school and is sensitive to its good standing in the community. Parents are pleased with the way these aims are reflected in pupils' achievements and the fact that the school is oversubscribed. The school has been successful in exceeding its targets and challenging targets have been set for the future. This is evident in the rise in standards over the last three years. Pupils are encouraged to work hard and achieve well in English, mathematics and science by the time they leave school.
45. The governors have a good overview of the school's progress and work effectively with the school on a day-to-day basis. Many are either parents or regular visitors and are in a good position to monitor curriculum developments. The school development plan is drawn up in consultation with the staff and governors and defines the main strengths and areas for improvement. This is an effective tool, aimed at raising standards. The headteacher is particularly effective in attracting additional funding, such as sponsorship for the school minibus, into the school. He ensures that the money is spent wisely. Funding has been strategically organised to ensure that the pupils/staff ratio is maintained at a favourable level. This has resulted in pupils receiving good quality help from the support staff that has contributed well to their progress. The school benefits from the local cluster initiatives such as in-service training for support staff in information and communication technology, which is shared by a small number of Thrybergh schools. The close liaison enables all schools to optimise shared resources, such as the school minibus and to participate in new initiatives. Most recently the area has become part of the EAZ zone. The reading mentors in school and the learning mentor projects funded by the EAZ and Excellence in Cities initiatives are particularly successful, benefiting both the pupils and the parents. For example, by helping to raise pupils' standards in reading some of the reading mentors have continued in their learning and have successfully found employment as learning assistants. The learning mentor in school had a major influence in starting the breakfast club and supporting individual pupils through direct support in school and close liaison with the parents. As a result, attendance has risen and the support the pupils receive enables them to be more confident and independent in their learning. The specific grants the school receives to support pupils with special educational needs are used effectively and for the designated purpose. All other monies designated for specific purposes such as staff training, are spent appropriately. Last year the school overspend on resources was calculated carefully to resurface the playground which was a safety hazard. The school knew the monies would soon be recovered. The school has some small reserves for further spending on resources. The day-to-day administration of the school is very good. The school secretary has a good understanding of both the school and the Local Education Authority systems. She makes a very good contribution to the smooth running of the school and encourages the pupils to get to school on time. All the points for improvement raised in the latest audit report have been resolved
46. The management structures have improved significantly since the previous inspection and foster a strong team spirit based on a commitment for further

improvement. The staff work together very effectively with a common purpose and set good examples for the values and attitudes that the school promotes. The subject leaders and the early years teacher have developed their roles well from the previous inspection. Lessons in literacy and numeracy have been evaluated. The outcomes, together with results of tests and pupils' work, have been used successfully to identify areas for development which are highlighted in the subject leaders' action plans and given priority for improvement in the school development plan. The National Literacy and Numeracy Strategies have been implemented well along with the foundation stage. In other subjects, national guidance has been adopted to provide an effective framework for pupils learning across the curriculum. The headteacher and deputy headteacher work closely with the staff. The school has improved its assessment procedures to undertake detailed analyses of its data on pupils' performance. The outcomes are used well to identify strengths and weakness within subject areas and support the progress of pupils through the school. However, it is still too soon to fully evaluate the impact of these procedures, some of which were implemented last January.

47. The school is successful in meeting the needs of its pupils. The school is very aware of issues of educational inclusion and provides equality of access and opportunity for all pupils, especially through the help with reading. Care is taken to include all pupils, into all aspects of school life and to help pupils reach their full potential. The headteacher ensures that all pupils have the opportunity to participate in all school activities. There is good management of special educational needs. The recommendations of the Code of Practice are closely followed. Individual records of the pupils with individual education plans are written but not always monitored as well as they could be. The information is accessible to all colleagues. The provision for these pupils is good overall. Members of the support staff are appropriately trained in these areas and work closely with the class teachers to ensure these pupils are fully integrated into the life of the school and they make good progress towards their set targets
48. Teachers have the opportunity to attend courses for their personal professional development. The teachers have been given specific personal targets to work towards within the new framework of performance management. Staff needs for in-service training are carefully ranked according to the priorities of the school as well as their personal needs. Since the previous inspection, teachers have improved their expertise particularly in English and mathematics. They are currently waiting for their training in information and communication technology. There are appropriate induction procedures in place for new staff. The learning support staff have varying degrees of specialist expertise and training. However, all have been trained in the use of information and communication technology through the EAZ initiative and are in a good position to give the pupils in their care good support. All staff are familiar with the National Literacy and Numeracy Strategies and liaise closely with the teachers to plan lessons. The foundation stage has recently been implemented and the staff who work with pupils under six have a good knowledge of the nationally expected Early Learning Goals as well as the beginnings of the National Curriculum.
49. The accommodation is good and used well for teaching and learning. The school grounds are used well as a teaching resource especially for science. The quality of display and the décor and internal environment are good. The school is kept to a high standard of cleanliness. The support staff are well deployed to help those pupils needing most help and the staff share expertise well making best use of their

time to help pupils learn. For example, in the reception class and class one staff plan together and during the literacy and numeracy hours the Year 1 pupils join with the Year 2 pupils which allow the reception pupils to have more direct teaching by methods that are most appropriate to the foundation stage of learning. Learning resources in most subjects are satisfactory, both in quantity and quality and used well to support pupils' learning. The school has successfully improved resources since the previous inspection. Notably, resources for information and communication technology, with new laptops, the resources and provision for the foundation stage, both of which are funded by the EAZ. The quality and range of books have improved. The resources are supplemented well by library books and historical artefacts that are borrowed from the local education authority loan service.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

50. The governors, headteacher and staff should:

(1) Raise standards in writing by:

- providing more opportunities for pupils to write stories across the curriculum taking account of the use of adventurous vocabulary, characterisation, the development of the plot and chapters.
(Paragraphs 1,5,19,24,76,98,100)

(2) Ensure pupils use information and communication technology across the curriculum by:

- identifying contexts in which different applications can be used;
- providing software to support such applications;
- making sure that all staff are conversant with these applications to give pupils sufficient support and confidence.
(Paragraphs 1,6,19,22,86,89,101,102,103)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	34
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	24	56	20	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	107
Number of full-time pupils known to be eligible for free school meals	45

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	14

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

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

Attendance

Authorised absence	%
School data	5.7
National comparative data	5.2

Unauthorised absence	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	8	5	13

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	n/a	n/a	n/a
	Girls	n/a	n/a	n/a
	Total	11	11	11
Percentage of pupils at NC level 2 or above	School	85 (100)	85 (100)	85 (100)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	n/a	n/a	n/a
	Girls	n/a	n/a	n/a
	Total	11	11	11
Percentage of pupils at NC level 2 or above	School	85 (100)	85 (100)	85 (100)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	5	8	13

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	n/a	n/a	n/a
	Girls	n/a	n/a	n/a
	Total	13	13	13
Percentage of pupils at NC level 4 or above	School	77 (73)	100 (91)	100 (91)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	n/a	n/a	n/a
	Girls	n/a	n/a	n/a
	Total	13	13	13
Percentage of pupils at NC level 4 or above	School	77 (82)	100 (91)	100 (100)
	National	70 (68)	72 (69)	79 (75)

Percentages in brackets refer to the year before the latest reporting year. Where the number of pupils taking the tests and assessments at Key Stage 1 and Key Stage 2 were ten or fewer in 2000, the results are omitted.

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	0
White	104
Any other minority ethnic group	3

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	5
Number of pupils per qualified teacher	21.4
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	92

Financial information

Financial year	1999/2000
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	£
Total income	267,407
Total expenditure	259,407
Expenditure per pupil	2,569
Balance brought forward from previous year	-5,680
Balance carried forward to next year	2,320

Results of the survey of parents and carers

Questionnaire return rate 59 per cent

Number of questionnaires sent out	107
Number of questionnaires returned	63

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	87	13	0	0	0
My child is making good progress in school.	71	29	0	0	0
Behaviour in the school is good.	75	22	3	0	0
My child gets the right amount of work to do at home.	59	32	8	2	0
The teaching is good.	76	21	0	2	2
I am kept well informed about how my child is getting on.	54	35	5	3	3
I would feel comfortable about approaching the school with questions or a problem.	73	21	0	5	2
The school expects my child to work hard and achieve his or her best.	79	19	0	2	0
The school works closely with parents.	56	38	5	2	0
The school is well led and managed.	62	25	5	5	3
The school is helping my child become mature and responsible.	75	17	5	2	2
The school provides an interesting range of activities outside lessons.	43	32	8	6	11

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

51. The foundation stage focuses on the children under six years of age who are in their reception year. The children enter into a mixed reception and Year 1 class in the school in the term in which they will become five. There are 18 children of this age and of these, the majority have experienced a playgroup or nursery school. Children enter school with skills which are generally below what is normally expected in their personal, social and emotional development, mathematical and language development.
52. At the time of the last inspection children made good progress in all areas of learning and they attained the expected goals in all areas of learning. This is still the case. Children make good progress, mainly because of the good care and good quality teaching by the staff. The provision and resources have been improved for all areas of learning, especially for activities in sand and water and outdoor activities. The school has recently been awarded some money by the EAZ to develop the foundation stage further. The improved planning of activities and resources allows the children to experience a wide range of well-organised activities during the day.

Personal, social and emotional development

53. In personal, social and emotional development, by the end of the reception year, most children are on course to attain the expected goals. Children achieve well and make good progress in this area because they receive supportive individual teaching.
54. Children settle quickly into the routines of school life, with good individual support from the staff. They soon make friendships and share their resources and toys very well as they learn to take turns and talk about how to fulfil their roles in the station café as they serve customers and take orders. Children show increasing levels of concentration and they remain on task well. All the adults working in the class are consistent in their approach to children. For example, they reinforce the need for good manners, and sharing resources with one another. Children are learning well to become independent in their learning. Children manage well to get themselves ready for playtimes and physical education. The children help to tidy their equipment sensibly at the end of each session. Most respond very well to the patient and caring support they receive. They follow instructions and are eager to learn new skills.
55. The teaching of personal and social education is good. Members of staff show a great deal of care and concern for the children, especially those who have just entered school and those who find it particularly difficult to join in class discussions. The majority learn well because they feel secure and happy and there are well-established routines and expectations of behaviour. Staff teach the children the difference between right and wrong and promote clear ideas of what is expected of them. All adults encourage children to play in sociable groups and to share their resources. The children in Year 1 help the reception children to understand what is expected.

Communication, language and literacy

56. In communication, language and literacy by the time the children reach the end of the reception year, most are on course to attain the expected goals. The children's achievement is good. They make good progress in their learning because they are taught and supported well both individually and when they work in small groups.
57. The children in the reception class enjoy talking in phrases and sentences about themselves and what they have done at home. When children go on holiday or visits, they take a soft toy called 'Barnaby Bear'. They are encouraged to speak about Barnaby's adventures when they return to school. Children are stimulated to talk about Barnaby's imaginary likes and dislikes on his adventures. This prompts their thinking and speaking skills as the staff encourage children to speak. The children enjoy listening to stories such as those about 'Kipper' the dog. These activities develop the children's capacity to memorise the sequence of the story as well as their speaking skills. The children handle books well with the majority reading simple texts by the end of the reception year. As they read in small groups, children listen well and follow the pictures and text intently. Writing skills are at present being developed well with the children forming their letters correctly. Most write their names correctly and are beginning to write words and phrases independently. Some write a simple sentence unaided. The majority are achieving well and working on the correct and fluent formation of letters and words. Most children's skills are extended successfully at home with the help of their parents as they take home reading books and spellings of some commonly used words. However, the help provided by some parents lapses once their children are competent basic readers.
58. The teaching of language and literacy was good in the lesson observed. Effective questioning and good quality teaching extended the children's learning well. This encourages the children to think clearly about the questions and answers that they give. The staff all work hard to develop the language and communication skills of all the children. For example, in the role-play area, the staff encourage the children to talk through their roles in the station café or as the train driver or passenger. The previous visit out on a train journey and to McDonalds helped the children to develop their imaginary roles.

Mathematical development

59. In mathematical development most children are on course to attain the goals that are expected by the end of the reception year. The children achieve well and make good progress in their learning.
60. Children in the reception classes are keen to learn. Most can count accurately to 20 and are learning well to recognise numbers from ten to 20. They can count on and back from zero to 20 accurately. In their small group activities most sort and count five objects correctly and use them to solve simple problems of addition and subtraction. Children enjoy singing number rhymes such as 'One, Two, Buckle my Shoe', 'Ten in a Bed'. The repetition of number sequences in songs and the adding on and counting back in mathematical games help the children to develop an understanding of number.
61. The teaching and learning of mathematical understanding is good overall. All staff take every opportunity to develop the children's understanding of number in their

everyday activities and play, for example by counting the numbers of children present each day, or by sorting objects that float and sink in the water tray. This practical approach to teaching mathematics ensures that all the children are fully engaged in their learning. A wide range of teaching techniques and resources supports learning in this area well. The children's learning is securely developed through successive activities based on the National Numeracy Strategy. Most solve and record simple number problems accurately and are familiar with mathematical language of 'more than' and 'less than'. The teachers design a wide range of activities including games using dominoes and dice to consolidate and carefully extend the children's learning.

Knowledge and understanding of the world

62. In knowledge and understanding of the world, most children achieve the goals expected for this area of learning by the time they finish the reception year. Good teaching ensures that the children make consistent good progress.
63. The teachers provide a wide range of activities that are planned to extend early concepts in science, design and technology, history, geography and information and communication technology. The children have compared their toys with those from the past. They know the difference between old and new toys as they observe the old toys closely, identifying them because of their style and blemishes. Children use the computers independently and use the mouse with increasing control to access learning programs and to draw and to type words. For example, they use a drawing program on the laptop computers, moving the mouse well to design a train ticket for their role-play area. In a small group they learn to use a programmable toy, effectively controlling it to make it go along a given route. The children experiment freely with a range of materials and cut, glue and stick and pin materials together successfully to make a plan for constructing 'Noah's Ark'.
64. The teaching of knowledge and understanding of the world was good in the lesson observed. Staff plan an extensive range of activities so that the children are fully engaged in their learning. The staff organise the activities well to motivate and interest the children. For example, the children enjoy investigating a range of objects made from different materials and effectively find out if they will float or sink. This investigation by the children reinforced the most important teaching points of predicting and recording and evaluating their work.

Physical development

65. In physical development most children are on course to attain the goals expected by the end of the reception year. The quality of teaching and learning is good overall. Children's achievement is good and they make good progress in the development of physical skills.
66. The children use a range of equipment and materials to develop coordination skills in the fine and careful movement involved in drawing and painting. In physical education lessons the children have learned to follow instructions well. Children listen well and are developing their spatial awareness appropriately as they find their own space to work in. They move around the hall sensibly. The majority move

fast, slowly and forwards and backwards with a good degree of accuracy. Children are developing well their sense of direction and pace of movement. They are confident in lessons and enjoy physical exercise. There is good provision of play space for the reception children and appropriate resources.

67. The teaching of physical development was good in the lesson observed. The staff provided good individual support to help the children to fully develop and extend their skills. The children tried hard to improve as a result of good teaching. Staff are insistent that the children listen to the instructions and complete the task set. For example, in the lesson about developing children's movement skills, the teacher reminded the children to listen carefully to the increased rhythm of the tambourine, which helped them to practise the pace of their movement and to achieve well. The outdoor environment is beginning to be used successfully for a range of activities across all areas of learning, for example, in children's understanding of living things such as plants and insects. The development of outdoor activities is recognised by the staff as an aspect for further improvement.

Creative development

68. In creative development most children are on course to attain the goals expected in this area of learning by the end of the reception year. The children make good progress overall as the quality of teaching and learning is satisfactory. The children's achievement is good.
69. The children use paint expressively using a range of equipment and materials in their work. They use a range of pencils and felt pens with increasing control as they draw, paint and write. They investigate the properties of clay and find out they can change its shape by rolling, twisting and pinching it. In the role-play area, the children develop their skills of co-operation and communication well as they take on the roles of customers in the café and travellers on the station. The children explore percussion instruments with gusto in music lessons as they investigate the sounds instruments make. They enjoy singing some well-known songs and rhymes in time and tunefully, such as 'The Elephant Came Out to Play'.
70. The lesson observed was good. Staff provided satisfactory opportunities for the children to develop their creative ideas through painting, modelling, role-play and music. They stimulated the children's interests with lively questioning. The children are encouraged to express their feelings and thoughts. The staff prompt the children to choose their resources and tools carefully and they value the children's work by effectively displaying it for all the children to see.

ENGLISH

71. In the year 2000 there were 13 pupils at seven and 11 taking the national tests. This small number of pupils diminishes the reliability of using the statistical data when making comparisons with that of other pupils' results nationally. Bearing in mind this note of caution, the results do, however, show that pupils by the age of 11 attained average standards in English overall compared with all schools and well above average standards compared with similar schools. The proportion of pupils attaining the higher level 5 at 31 per cent was above the national average of 29 per

cent. By the age of seven, pupils' attained average standards in reading but below average standards in writing. However, when compared with pupils in similar contexts, the pupils attained well above average standards in reading and above average standards in writing.

72. Inspection findings are that the achievement of the present seven and 11 year olds is good considering the vast majority entered with below the expected levels of attainment in language skills. Pupils are now attaining average standards in speaking by the ages of seven and 11. The majority of pupils throughout the school listen and concentrate well and their attainment is above average. By seven pupils are attaining above average standards in reading and average standards by 11. The apparent drop in standards by 11 reflects the very few higher attaining pupils and a larger percentage of special educational needs pupils in the present year group compared with 2000 when pupils' attainment was higher. In 2000, 71 per cent of pupils attained the expected level 4 and there were 31 per cent of pupils attaining the level 5 in reading. In writing, pupils' attainment is average by the ages of seven and 11. The school has recognised this area for development and are currently seeking to improve pupils' skills in writing longer imaginative stories. There is already an improvement evident from the results in the national tests last year when only 50 per cent of the pupils attained the expected level. The vast majority of the present cohort of pupils, which are average and lower attaining pupils are on course to attain the expected level 4.
73. At the time of the previous inspection, the pupils attained similar standards, but there was some underachievement by the lower attaining pupils in all aspects of English. This is not the case now. The help of the well deployed classroom assistants, the introduction of new methods and teaching materials, and the parental help with pupils' reading and the work of the reading mentors are positive factors that have helped to raise pupils' attainment. All pupils are well supported which results in their good achievement, which is a significant improvement from the previous inspection.
74. The school gives opportunities for pupils to share thoughts, ideas and problems of personal and general concern in class discussions such as 'Circle time'. As well as being an important part of their personal and social development, this opportunity provides good opportunities for pupils to practise their speaking and listening skills. This provision by the teachers results in pupils, at both key stages, speaking confidently and coherently. The teachers ensure that the pupils' learning in this aspect of their language development is supported well by providing regular opportunities to discuss issues in small groups. For example, in history in Years 3/4, when investigating what life was like in Ancient Egypt from their observations of replicas of statues and pictures of the treasures of the pharaohs, pupils spoke well and with good awareness of what life must have been like in those days. Consequently, nearly all pupils achieve well as speakers, demonstrating their learning and attain the nationally expected standards at seven and 11. Pupils' listening skills are noticeably good. They are keen listeners because they want to learn. All, even the youngest pupils, concentrate for long periods at a time. This supports a good pace of learning which is maintained throughout the day. As a result, pupils contribute and respond sensibly to the views of others.
75. Pupils achieve well and make good progress in reading throughout the school. Pupils currently at the age of seven, attain above average standards in reading. At the age of 11, pupils are attaining average standards. The teachers' approach to

the teaching of reading is systematic and effective. Reading has been supported well by the successful implementation of the National Literacy Strategy, which is well organised by the teachers. The skills of reading are taught well. All pupils throughout the school use phonic cues well when reading unfamiliar words. Younger pupils use their increasing knowledge of letter sounds and picture clues to help them with difficult words. The teachers support reading development well by the regular use of diagnostic assessments of the pupils. These help to identify progress and the problems of individuals. The teachers keep good records and they show that most pupils achieve well and make good progress. The pupils' learning of letter sounds was good when, in a very good lesson with Year 1/2 pupils, they learn to distinguish between the spelling of words with the same sound such as 'ea' or 'ee' as in 'see' and 'sea'. The most able distinguished between words with long and short sounds such as 'bread' and 'eat' and learned to spell them. Such strategies helped to motivate the pupils and as a result they achieved and progressed well. This learning continues through the school. By the age of 11 pupils read increasingly difficult texts taking good account of punctuation to read fluently with expression and understanding. Consequently, most pupils leave the school as competent readers, many pupils express preferences for authors and to talk about characters in the stories. In a particularly good literacy lesson with the oldest pupils, very good teaching resulted in the very effective reading, by Year 6, of the story of 'The Suitcase Kid' by Jacqueline Wilson. Pupils successfully discussed the intentions and reasons of the behaviour of the characters and came to sensible conclusions. There are high expectations to extend the learning of the pupils and assist them to appreciate a wider range of literature. Pupils with special educational needs, whilst frequently hesitant readers, are well supported through the local Reading Partnership Scheme, where parent mentors support those pupils selected for an extra boost in skills and confidence. The mentors hear a small number of pupils read three times a week and reinforce strategies for pupils to use when dealing with unfamiliar words. Records identify accurately words or phrases which need improvement, which the teachers use in setting further tasks to help pupils improve. This results in these pupils making good progress, to attain standards similar to most other pupils.

76. Handwriting skills are frequently practised and standards of handwriting are generally good throughout the school with well-formed letters that are correctly and neatly joined by the age of 11. Most pupils take care to present their work neatly, whatever subject they are working on. The teachers have a systematic approach to the teaching and testing of spelling. It is a regular feature of homework. As a result, standards of spelling are good throughout the school. Older pupils concentrate on spelling accurately words that belong to word families with common letter sounds. Younger pupils learn the words that are most commonly used in their writing and productively 'have a go' at spelling phonetically words that are unfamiliar. This systematic approach to spelling greatly assists the achievement of lower attaining pupils. All pupils take it upon themselves to learn and remember their spellings with the practice of 'look, cover, write, check'. Some older pupils are independently motivated to take an interest in the structure and meaning of words by, for example, by using a thesaurus or checking spellings using a dictionary. This is an effective teaching strategy to extend pupils' attainment and learning.
77. Throughout the school the pupils use punctuation well with Year 2 pupils adept at using capital letters and full stops in their sentences. Good progress is continued as pupils increasingly use other forms of punctuation in their work. Nearly all pupils achieve well in this aspect of written work. Pupils across the ability range use

descriptive language appropriately. It is clear that pupils aged seven to 11 write well covering a wide range of topics appropriate for a number of different age groups. For example, the writing about the 'Mary Celeste', was particularly well written. Shakespeare's 'witches' spell' from Macbeth was evaluated well. A written debate about the pros and cons of television was well argued. Key Stage 2 pupils are given opportunities to write creatively. The short stories are well structured, with great pride taken in the well-presented production of storybooks. However, there were too few opportunities planned, especially for some of the average and higher attaining pupils, to use their imaginations into writing longer stories, developing a plot and characterisation and chapters. This is a weakness at both key stages. The skills of story writing are taught but pupils do not practise them enough to improve significantly in English lessons or in other subjects such as history and geography. Most writing shows an appropriate use of adjectives and adverbs to enhance pupils' work. Information and communication technology is used well by pupils to draft and redraft their stories, poems, accounts of visits and to make a newspaper report. Most pupils are familiar with the keyboard and are confident in using the icons to assist them changing the font, text and colour or in punctuating their work correctly.

78. The overall quality of teaching and learning is good. In 17 per cent of the lessons it is very good, in 66 per cent it is good and in a further 17 per cent it is satisfactory. The basic skills of reading and writing are taught well as part of the literacy hour and extended through other subjects. Frequent opportunities are taken by the teachers to extend the pupils' understanding of grammar and techniques of reading. For example, in Year 6 pupils' practise effectively skimming and scanning of texts and improve their skills of comprehension. They understand the meaning of a suffix and learn the spelling rules to change the structure of words such as 'happy' to 'happiness'. Good consolidation of learning is evident in the plenary sessions that conclude English lessons. The management of the pupils is good as the pupils respond with interest, enthusiasm and a strong desire to improve their performance and understanding. For example, the oldest pupils persevere well with their comprehension of the story of 'The Suitcase Kid' by Jacqueline Wilson leading to a greater understanding of the motives of the characters in the story. Year 2 pupils enjoy their shared reading of 'The Jungle Book'. The very effective questioning skills of the teachers not only ensures participation of all pupils in introductory and discussion sessions, but also prompts them to consider how the story is structured and to remember the sequence of events. The clarity with which the teachers set the learning objectives and the evaluation sessions at the end of the lesson helps the pupils to assess their own progress. This is assisted when the marking of pupils' work tells pupils how to improve their work, which helps the pupils to assess their progress against their individual targets. However, pupils are not always told how they can improve. Teachers plan well to match tasks to pupils' needs, which help to support their good progress. All teachers use the learning support and resources available very well. Teachers make sure that the support staff are well informed about the tasks and deploy them effectively to optimise learning opportunities for pupils. As the teachers know their pupils well and intervene very effectively at an individual level in learning, day-to-day assessment is good. A range of other assessments, including standardised tests are regularly undertaken and used well to analyse pupils' progress. This is used well to identify groups of pupils needing extra support. Teachers have a good working knowledge of the individual education plans of pupils with special educational needs, which they use well in their planning.

79. The subject leader has worked hard since her appointment to improve the quality of resources and teaching and learning during the past academic year. For example, she has improved the literacy planning and quality of assessment to meet the needs of all groups of pupils. Evaluations of lessons have been used well to give feedback to the staff so they can improve the quality of their work. The subject is supported well by a very good range of books, as there are improved reading resources. The EAZ initiatives such as the reading mentors and the 'book bags' available for the youngest pupils to take home are contributing well to both pupils' and parents' shared learning both at home and at school.

MATHEMATICS

80. When compared to all schools, the 2000 National Curriculum test results for eleven-year-olds were well above average and the percentage of pupils achieving the higher levels was above the national average. In comparison with schools with pupils from a similar background, their performance was very high. Since 1996, there has been steady improvement in standards and the majority of pupils in the current Year 6 also show attainment that is above that expected for their age. The 2000 test results for seven-year-olds were below the national average, as was the percentage of pupils achieving the higher grades. In comparison with schools with pupils from a similar background, their performance was average. The majority of pupils currently in the Year 2 class show attainment above that expected for their age. As most pupils have below expected skill levels on starting school, these results demonstrate that pupils are achieving well in relation to their prior attainment and shows very good improvement since the last inspection.
81. The different cohorts of pupils over the past two years have reflected that most of the pupils have reached the expected levels in mathematics or exceeded them by the age of 11. The aim of the school for all pupils to attain level 4 at least by the age of 11 is demonstrated in practice. This reflects the good teaching and achievement of the pupils considering the vast majority of them entered with below average skills. Last year the 2000 National Curriculum test results show that all Year 6 pupils, including those with special educational needs, attained the expected level 4 and 31 per cent attained level 5 compared with the national average of 24 per cent. The school exceed its target last year of 62 per cent by 38 per cent. This year, although the overall attainment of the group of pupils is not quite as high as last year, a similar picture emerges. All pupils, including approximately 23 per cent of pupils with special educational needs on course to attain the expected levels with a few on course to exceed them.
82. The good quality of teaching and learning and the high expectations of pupils' achievement along with the very good attitudes of pupils to their learning are important factors in the good progress that pupils of all abilities make as they pass through the school. All teachers have a good knowledge and understanding of the numeracy strategy and are using it well to set challenging work to continue to raise standards. The whole school focus on the development of numeracy has helped to boost pupils' attainment because the teachers have followed the planning and teaching methods advocated by the National Numeracy Strategy well and have carefully evaluated their lessons and targeted pupils for additional support.
83. Pupils' skills in mental mathematics and problem-solving activities are a strength in mathematics throughout the school. In all classes, the basic number skills are taught well. Consequently, pupils have a good grasp of number operations and how to apply their knowledge to solving problems. The pupils attainment in areas of shape, space and measures is appropriate as is that of data-handling for older

pupils. However, pupils' development of skills in information and communication technology is restricted by limited resources.

84. For pupils aged six and seven, there is strong emphasis placed on developing their basic skills in mathematics through practical activities, as was seen in a very good lesson for pupils in Years 1/2 on developing their knowledge and understanding that addition is the inverse of subtraction. There is a natural integration of mathematics into classroom activities and pupils effectively develop their skills of recognising and using simple patterns and relationships. By the age of seven, the majority have a secure understanding of the value of two and three digit numbers and add and subtract in tens and units to one hundred and beyond. Pupils' mental skills are well developed as they halve and double numbers confidently. Most use more than one strategy to solve problems of addition and subtraction using three operations. Pupils have a secure grasp of mathematical vocabulary. They know the names and properties of common two and three-dimensional shapes, and work out simple problems on time and weight. The majority are competent at interpreting data and recording findings. From their investigations on favourite football teams and colour of hair and eyes of the pupils in the class, they produce a tally chart and a block graph. Some pupils use information and communication technology effectively by producing their findings in pie charts and block graphs. The pupils demonstrate that they can use a variety of operating and calculation strategies to solve problems, as is evident in the work of pupils in Year 2 who were working to find the number needed to reach a total. In this lesson, the pupils showed a great deal of enjoyment in their work, behaved well and had a high work rate. The teacher had very high expectations of her pupil's performance and her very effective questioning ensured that all pupils were on-task. The ability of pupils to use correct mathematical vocabulary to talk about what they are doing is good, as is their use of mental calculation skills and their ability to explain the methods used to find the answers to problems. There are many opportunities for children to develop the skills of working collaboratively to solve problems, which effectively supports their personal and social development and the development of their speaking skills. Appropriate opportunities throughout the school are planned for pupils to practise their writing skills as they provide explanations of how they solved problems.
85. There is a continued emphasis by teachers on using practical activities to teach the basic skills for pupils' aged seven to 11. This was seen in a lesson for pupils in Years 3/4, in which they were learning well how to solve a problem by organising data into a Carroll diagram, accurately finding a solution to their problem. In another lesson for Year 5 and 6 pupils, they used a selection of mirrors and other resources effectively to develop their understanding of reflective symmetry. Within these activities, the pupils listen attentively to their teacher, and to others, whilst clear explanations are being given. They use mathematical resources and equipment, on their own initiative, which are plentiful and readily accessible, with care and show enjoyment in much of their mathematical work.
86. The teachers plan and organise their lessons well and ensure that activities build effectively upon previous knowledge and understanding, and challenge effectively pupils of all attainment. All pupils receive a high percentage of good quality direct teaching because of the way in which teachers and other adults in classrooms work so well together as a team. This is major contributory factor to pupils' attainment by the time they are 11. The pupils achieve well. They have good mental recall skills, enabling them to respond quickly to number facts, and are competent in their ability to explain their strategies for working out answers to problems. Most pupils are confident in addition, subtraction, multiplication and division when using numbers to

1000 and use and apply mental strategies effectively to solve problems. They make decisions about which are the best methods to use to solve effectively a mathematical problem. The majority are competent at interpreting data and recording their findings. Some pupils use information and communication technology effectively to produce a line graph about temperature. They are competent in applying the four rules of number in their work, and have a good knowledge and understanding of fractions and decimals and how to use them to solve problems. As is the case for younger children, there is a well-developed knowledge of related mathematical language enabling them to explain what they are doing.

87. The progress of pupils with special educational needs is good throughout the school, as a direct result of work being carefully matched to their individual needs. These pupils are given good support that enables them to make effective progress towards the individual targets set for them.
88. All pupils show that they are able to make suitable use of their numeracy skills in other subjects, as seen in Year 6 science work on calculating the changes in temperature as they observe the rate at which heat changes the temperature of water.
89. The quality and range of the curriculum is good, with the pupils being offered a variety of relevant and interesting activities. Planning follows the framework for the National Numeracy Strategy and is effective in ensuring pupils' progress through the school. Weekly planning is taken from the half-term plans and details the key learning objectives and skills to be taught. Since the last inspection, the school has much improved its systems for assessing and recording individual pupil's attainment and the progress they make, as they get older. These procedures are now very good. The school analyses assessment information very well to set targets for improvement for groups and individual pupils. The leadership of the subject is good, with the co-ordinator having a clear view as to how the subject is to be developed, from the monitoring of teaching and learning and teachers' planning in order to raise attainment further. The range and quality of resources available to pupils in information and communication technology limits their attainment of skills to a satisfactory level. The school has identified the need for a wider range of software to improve this aspect of the subject. There is good use made of homework to further develop children's learning in mathematics.

SCIENCE

90. The results of the National Curriculum tests in 2000 for pupils' aged 11 were well above the national average and very high in comparison with similar schools. For the pupils' aged seven, the results of teachers' assessments were below average when judged against national standards and in comparison with similar schools. The percentage of pupils attaining the higher levels for both age ranges was well above the national expectations and also in relation to similar schools. Over the last four years, standards have fluctuated but have generally followed and stayed above the national trend for pupils aged 11. The standard of attainment of the current Year 6 and Year 2 pupils is above average, which shows that they achieve well in relation to their skill levels, which are below expectations on entry to school. This indicates very good improvement since the last inspection.
91. The quality of teaching and learning is good throughout the school, which enables pupils of all abilities to make good progress and achieve well. The teachers prepare their lessons thoroughly, have good subject knowledge and emphasise the importance of learning through structured practical activities. Teachers have high expectations of pupils' behaviour and work. Consequently they set challenging and

motivating tasks. A notable feature is the way teachers and other adults in classrooms work so effectively together, setting a brisk pace to lessons that ensures that all pupils have a high work rate. Pupils in Year 1/2 have many opportunities to be involved in practical activities to develop their scientific knowledge and understanding of their senses, and how their senses can be used to find out about the world around them. This was evident when they were exploring the school grounds to investigate the different plants to be found there. In this very good lesson, they effectively identified similarities and differences between plants, such as leaf shapes and colours. The pupils then worked well and made detailed observational labelled drawings to record their findings. The pupils were interested, worked very well together and listened attentively to the teacher's questions which prompted them well to make careful observations of the plants. The older pupils in Key Stage 2, learn well how to handle a variety of simple scientific equipment carefully and safely and to take part in discussions revealing that they have a firm grasp of the skills of predicting, observing, recording and evaluating their finding to come to sensible conclusions. There is strong emphasis given to teaching the pupils the basic skills of carrying out an investigation. Consequently, by the time that they are seven, most pupils show good skills in carrying out successfully a simple, fair test. They choose appropriate methods to accurately record their findings in a variety of ways. The teachers of older pupils ensure that they are given opportunities to learn how to handle a wider variety of scientific equipment and resources effectively to develop their knowledge and understanding.

92. The teachers provide many opportunities for pupils to work together on well-structured practical activities to find out for themselves, which enables them to make effective progress in their investigative skills. Pupils achieve well because the activities are challenging and interesting and are based on the development of pupils' investigational skills and scientific vocabulary. This was evident in the 'Web of Life' game that pupils in Years 5/6 played in the schoolyard, to develop their knowledge and understanding that food chains are interdependent. The teachers' skilled questioning prompted pupils to understand that for example, animals depend on plants for food and shelter and that plants need animals to help disperse seeds and to fertilise the soil. It is obvious that pupils take pride in their work, as seen in the good standards of presentation in their books and the way they talk enthusiastically about what they are doing. Throughout the school, there is some use of pupils' skills of using information and communication technology to enhance their work, as is seen in the graphs created to show how the daylight hours at the 21st of each month vary over a year, but resources in information and communication technology for science investigation are insufficient and are an area for further development. There is also recognition that the pupils' conclusions to experiments need to be more evaluative and based on prior scientific knowledge, as currently they are mainly descriptive. By the time that they are 11, most pupils show good ability to identify the need for a fair test and to plan and carry one out independently of the teacher. The curriculum is good, being broad and relevant, with pupils being able to develop their knowledge, understanding and skills through carefully structured investigative activities.
93. There is good leadership, with the co-ordinator having a clear view of the subject's strengths and weaknesses from monitoring planning and test results and teachers' assessments. This has enabled her to create a suitable action plan to improve provision. The progress of pupils with special educational needs is good, as a result of the effective support that they are given. There is suitable use of literacy skills by pupils in their report writing and in their labelled scientific drawings and diagrams. They respond well to teachers' questions and answer them well. Pupils also show

that they make effective use of their numeracy skills, as they use tables and graphs to record their findings. There are effective assessment procedures in place to monitor the attainment of pupils and the progress that they make and these enable teachers to set work that is well matched to the ability of the pupils. The school makes good use of visits to places such as Jodrell Bank and Thrybergh Country Park to provide further learning experiences for pupils. There is also good use made of the extensive school grounds to find out about life processes and living things.

ART AND DESIGN

94. All pupils achieve well to attain the standards that are normally expected for pupils aged seven and eleven. Standards were similar at the time of the previous inspection. Three lessons were observed. Judgements are also based on discussions with pupils and staff, scrutiny of teachers' planning and pupils' previous work.
95. The quality of teaching and learning from the three lessons observed was very good for pupils aged seven and good for pupils aged eleven. The teachers plan and prepare their lessons and resources very well. Pupils learn skills of working with materials and tools systematically and are encouraged to express their ideas and feelings well and build on their previous learning. The youngest pupils investigate appropriately a variety of materials to paint and draw pictures. Pupils work in three-dimensions building on their skills of working with reclaimed materials and clay. The older pupils develop appropriate observational skills that are above those normally expected as they work in pencil and textiles to draw and sew sunflowers in the style of Van Gogh. By the age of seven, pupils are developing skills that are appropriate for their age. As they become older, pupils learn appropriately about different styles and techniques of famous artists such as Mondrian and Monet and develop their own style of drawing and painting. They use a suitable range of materials to draw, paint, and model, print or work in pastels. They mix colours well to produce a range of blends. Knowledge of other artists helps pupils develop their cultural development. This is however focussed on the work of European artists such as Mondrian, Monet and Van Gogh. There is less work based on the work of non-European artists. Overall the subject makes a good contribution to the pupils' knowledge of their own culture and a satisfactory contribution to their understanding of non-western cultures. Year 5/6 pupils take great care to design a wall hanging representing the seven days of the creation of the world. They work enthusiastically in small groups and effectively change their original designs to simple lines so they can begin to make paper patterns to cut out the materials they have chosen to use. Art and design is used well to support other areas of the curriculum such as mathematics and information and communication technology. For example, some pupils use the computer to design and make cards and drawings. The older pupils study pattern, drawing their own in the style of Mondrian. By the age of 11, pupils attain the expected standards but achieve well because their work is careful and detailed. Pupils with special educational needs get good support and make similar progress to other pupils in lessons. Teachers demonstrate clearly the objectives and techniques of their lessons and invite pupils to evaluate their progress. As a result, the pupils make improvements in their initial designs or the resources they use. Pupils enjoy the practical aspects of using and choosing a range of paints and materials to illustrate their work. In the very good teaching, the pupils in Year 2 made rapid progress in understanding pattern around the school and reproducing building patterns they had created themselves. The skilled knowledge of the teacher focused the pupils' attention on how a pattern is created. As a result the pupils applied their knowledge well to create a range of patterns observed which

were all very different but all equally very good quality. In all classes it was evident that pupils take great pride in their work. Throughout the school art and design is successfully linked to the planned topics. This term, pupils' work in Years 1/2 is linked to the environment. In Years 3/4 it is linked to pupils' work on journeys. The pupils work well imaginatively to plan an imaginary journey, inspired by the shapes and colours of aboriginal art. In Years 5/6, pupils strengthen their understanding of the Bible story of creation as they design and choose fabrics for a collage illustrating the creation of the world. This helps pupils to widen their experience as they link their learning with other subjects.

96. Since the previous inspection the school has continued to provide a breadth of experience. The subject is led well. The school has adopted the national guidance as a scheme of work. Teachers use this guidance well to plan out the overall coverage of the curriculum. The use of art portfolios as a useful aid to guide and assess the progression of pupils' skills in the topics for study as they become older is planned for the future. The quality and quantity of resources are satisfactory and easily accessible. However, further larger prints of other artists work are needed to demonstrate the methods and techniques used by artists.

DESIGN AND TECHNOLOGY

97. Due to timetabling arrangements, there was opportunity to observe only one lesson and, consequently, there is insufficient evidence on which to make a secure judgement on the standards achieved or the quality of teaching.
98. The lesson for pupils in Years 3/4 enabled pupils to make good progress in assessing what features torches have in common and how they are adapted for their specific purpose. The pupils were well behaved and worked well together in pairs to accomplish the task that they were given. Other work indicates that pupils have well-developed sewing skills, as a result of the work of one of the class helpers who has good expertise in this aspect of the subject. The curriculum is satisfactory, with suitable opportunities for pupils to develop their designing and making skills. There has been good improvement since the last inspection in that there is now a scheme of work, based on the national guidelines, to support continuity and progression of pupils' learning. The co-ordinator effectively supports and advises colleagues and there are adequate resources that are suitably stored

GEOGRAPHY

99. By the time that they are 11, most of the pupils attain standards expected for their age, having made good progress in their learning throughout the school. This is a result of the good quality teaching that they receive.
100. Teachers have secure subject knowledge and plan the activities well to effectively challenge pupils of all abilities. They use time and resources well and make good use of questioning to find out what pupils know and understand. There is good explanation of the ideas to be learned and all teachers place strong emphasis on pupils using correct geographical vocabulary. In a very good lesson for pupils in Years 1 and 2, the teacher's expertise and enthusiasm enabled them to make very good progress in the skills of making a sketch map of Bridlington, including the use of a simple key. The objectives of the lesson were very clearly explained and because the resources were very well prepared and matched to all the attainments of the class the pupils were able to build on their previous knowledge and

understanding of maps and complete the task very well. In this lesson, the pupils' attitudes to learning were very positive, being able to sustain concentration and willing to ask and answer questions. They were well behaved and willing to listen to the views and opinions of others. These pupils also effectively develop their mapping skills by planning a route from home to school. The pupils have a sound understanding about different form of transport. They have learned well the different uses to which land can be put and understand how the transport and environment relate to work and settlement patterns. Pupils can confidently label places on a map of the United Kingdom to show where they have been on holiday. The role-play area is currently set up as a travel agent, which is enabling the pupils to develop their geographical knowledge and understanding in a practical and interesting way. Pupils in Years 3 and 4 appropriately use a variety of travel brochures to find out about different holiday locations. Pupils in Years 5 and 6 made good progress in their understanding of how rivers affect the lives of people living near to them, as a result of the teacher providing a good range of resources and allowing the pupils to work collaboratively to develop their research skills. However, these are limited for information and communication technology. In this lesson, as in others, there is effective development of pupils' ability to extract information from secondary sources and good progress made in the acquisition of correct geographical vocabulary so that they can talk confidently about their work.

101. There is good curricular provision so that all pupils are able to enjoy a broad range of relevant experiences. Pupils with special educational needs are well supported by teachers so that they have full access to all activities and are able to achieve well. Since the last inspection planning has been improved so that it now takes appropriate account of pupils' prior knowledge and understanding and they are now given work that is suitably challenging to enable them to achieve to their full potential. There is good leadership by a co-ordinator who has a clear vision as to how the subject is to be further improved. However, there are missed opportunities to plan some sessions where pupils can practise and develop their story writing skills based on their knowledge and understanding of geography. The school makes effective use of the immediate environment and visits to places, such as Thrybergh Country Park and the seaside towns of Filey and Bridlington, further to develop pupils' knowledge and understanding in the subject.

HISTORY

102. Standards at the end of both key stages match the expectations for pupils aged seven and 11. This represents a broadly similar picture to the last inspection. The pupils now have fewer opportunities to develop their history skills. This is because since the introduction of the National Numeracy and Literacy Strategies, there is less time allocated for the subject. However, pupils' achievement matches the national expectation. The effective support given to all pupils, including those with special educational needs, ensures pupils achieve well and make good progress.
103. The overall quality of the teaching and learning is good. There were two lessons observed, one of which was very good in Key Stage 1 and the other which was good in Key Stage 2. The teachers' planning is very good and this results in a very systematic approach to the pupils' learning. The objectives are very clearly set and conveyed to the pupils. This helps all pupils to achieve well. The pupils are clearly motivated by the teachers' approach to teaching history through investigating sources of evidence. Evidence from conversations with pupils, their previous work and displays around the school indicate they are developing appropriately a sense

of the passage of time, the environment and the world in which they live. The pupils' interest is aroused by the stimulating variety of strategies used by the teachers to motivate them, for example visits to sites of historical interest and drama presentations. The teachers have good subject knowledge and this helps to ensure question and answer sessions introduce topics well and consolidate learning very effectively. The pupils' general level of response is very good, with most working hard to improve their learning. All teachers use the skills of, and deploy, support staff very well, which helps to provide good learning opportunities for all pupils. Evidence from the pupils' previous historical work shows that they make good progress through the school in their appreciation of chronology. Key Stage 1 pupils show satisfactory standards of attainment in their understanding of what life was like in the past. Year 1/2 pupils combine their understanding of the past well with geography in their seaside topic as they study a sketch map of Bridlington. Pupils use their investigational skills and understanding of the past effectively to sort photographs of the seaside into past, present and long ago. Pupils sorted the photographs well as a result of looking for clues about the age of the photographs, observing clothes styles, colours and artefacts such as bathing huts. This activity gave them good experience in searching for clues from photographs about the past and making an interpretation of the date of photographs from Victorian times to the present day. Pupils were successful in doing this. Years 3/4 study the Ancient Egyptians and are aware of how artefacts such as replicas of jewellery and statues, help us to understand what life must have been like in those times. In discussion, Year 6 pupils show an awareness of major historical events, such as the Second World War, and effectively describe the characteristics of such periods as the Ancient Greeks. There are missed opportunities for pupils' to develop their story writing skills as they study their topics.

104. The subject leader manages the subject well. She has drawn up an action plan which is included as part of the school development plan. As a result, all teachers are effectively involved in changes and developments. There is an effective system of monitoring and assessing pupils' progress and modifying the curriculum in the light of experience. The level and quality of available resources are satisfactory. Limited use is made of information and communication technology. Pupils word process their accounts of visits and write up their historical investigations. There are limited resources for information and communication technology such as encyclopaedias and CD-ROM's to support the history topics. The school is not yet connected to the Internet. This has been prioritised for development. The school resources are supplemented well by books and artefacts borrowed from the school library service and the local education authority loan service. Very good use is made of visits to places of historical interest, such as Cusworth Hall and Shibden Hall with presentations by theatre groups and the local community who talk to the children about the past. This brings the subject to life for the pupils and has a positive impact on pupils' learning and their cultural development.

INFORMATION AND COMMUNICATION TECHNOLOGY

105. By the ages of seven and 11 the pupils attain standards matching national expectations in most aspects of the subject. Standards in information and communication technology are similar to those reported during the previous inspection. The new laptops supplied by the EAZ initiative are providing the pupils with more opportunities to learn about the computer and to practise their skills as they study other areas of the curriculum. The school is still not connected to the Internet and is not fully resourced, restricting the opportunities for pupils to use the

computers for research. Some of the teachers lack confidence and expertise in using the computers, as they have not yet been fully trained. With the further planned opportunities to develop their own expertise and additional resources, the staff will become more secure in their use. Only one lesson was observed at Key Stage 2, which is insufficient evidence to make a judgement on teaching. Evidence was taken from discussion with pupils, observations of small groups of pupils using the computers and a scrutiny of their past work.

106. The teachers have worked hard since the previous inspection to improve their planning for this subject. Staff use the national guidance to plan their lessons carefully. Time is used well for word processing skills and the teachers ensure that they have as much adult support as they can with these lessons so that all the pupils have their work carefully monitored. There is some evidence of pupils using information and communication technology mainly for writing, drawing or some graph work in science and mathematics. However, there is insufficient time spent on developing pupils' skills across the curriculum. By the age of seven the pupils achieve well and attain standards that match the national expectations in all aspects of the subject. They make satisfactory progress in developing their skills and their understanding. Teachers have worked effectively to ensure that the pupils are independent in their use of the computers. The support staff, who have been trained in information and communication technology, are well deployed to help pupils in small groups. Year 1 pupils use their word processing skills to write some stories. Pupils use a paint program to select colours, brushes and confidently draw pictures and greeting cards. Year 1 pupils program this floor robot from a given point to follow a route to reach the 'station'. Pupils are developing their independence and confidence in their work well and enjoy demonstrating their skills. In mathematics, they competently make a graph of their eye colours and in art and design; pupils use a drawing program to create rectangular patterns they observed around the school. They comfortably use a listening centre and understand the applications of information and communication technology in their everyday lives. By the age of 11, all the pupils achieve well and attain the expected standards in most areas of the subject as the result of the appropriate opportunities provided to practise and use their skills. The pupils use the computers well to copy out pieces of text and poems and to draft and redraft their work. They are familiar with the functions of the keyboard and cut and paste pictures and text into their work. They work well to write accounts of visits and to make a newspaper report. Most pupils are confident in using the icons to assist them changing the font, text, and colour or in punctuating their work correctly. Pupils learn appropriately how to use information and communication technology in other subjects. Some pupils have used control technology well to plot a line graph showing the fall in temperature of water from boiling point. This enabled them to see the overall fall in temperature quickly and clearly. In Years 3/4 pupils have used a data-handling program well to represent their favourite football teams and made a pie chart representing their favourite foods, practising appropriately their skills in data handling. Year 3/4 pupils access a Word document and type their history findings about Ancient Egyptian artefacts choosing their font style, size and colour, practising their word processing skills. Observations of Year 6 pupils show that they are developing their knowledge and understanding of spreadsheets appropriately as they investigate how they spend their pocket money. The teaching and learning from this lesson observed was satisfactory. The lesson was appropriately prepared and during the initial introduction the pupils responded well. However, the pace was slow, and the teacher had insufficient subject knowledge to help pupils correct their mistakes. This left too little time for pupils to demonstrate their learning.

107. Pupils are conversant with many techniques in information and communication technology. However, they cannot use computers effectively for the full range of activities especially researching information because there is limited software and Internet access to support other curriculum subjects is not yet available. These aspects have been identified as priority areas for improvement this year. Pupils are at many different starting points in their application of skills and knowledge in information and communication technology. All pupils, including those with special educational needs, are provided with appropriate support and guidance to attain the expected standards. The higher attaining pupils aged 11, are on course to attain above the expected standards by the end of the year in a restricted range of activities. The displays of pupils' work throughout the school demonstrate pupils using programs to construct graphs write stories and poems and create a newspaper. Pupils have responded well because they enjoy using the computers and learning new skills. Once they have mastered new skills they are keen to practise and refine their work and need little encouragement for new learning. Pupils write down the instructions to access skills as they learn them. This is particularly beneficial as they use their records as a reference when they may have forgotten which keys to press to complete an operation.
108. The subject leader manages the subject well to develop pupils' skills. The national guidance is used well to guide teachers' planning which is regularly monitored by the headteacher. This ensures appropriate coverage of the curriculum and identifies where the additional resources are needed. Teachers make their assessments of pupils' work at the end of each unit of work that is completed. This ensures a secure record of pupils' skills through the curriculum as they develop their expertise at very different rates. The school has wisely spent its national grant money on hardware and has received laptop computers from the EAZ initiative. However, a wider range of good software is still needed to support the subject across the curriculum. The teachers are about to take up their national computer training and are looking forward to improving their expertise further. More developments are planned by the EAZ to support the development of ICT skills both in school and in the community.

MUSIC

109. Only two lessons could be observed, consequently there is insufficient evidence on which to make a secure judgement on standards attained or the quality of teaching in the subject. However, from observations in assemblies it is evident that pupils are skilled in singing and standards are above those nationally expected throughout the school. By the age of 11 are confident when singing or playing instruments in assembly in front of an audience.
110. In a very good lesson in Years 1/2, the teacher's expertise enabled her effectively to demonstrate the techniques that pupils were to use, which led them to make very good progress in their skills of recalling and copying rhythmic patterns using untuned percussion and clapping. The activities were challenging and motivating and the pupils responded enthusiastically, showing a great deal of enjoyment in what they were doing. In a lesson for pupils in Year 3/4, they listened attentively to extracts from 'Peer Gynt' and, in the following discussion, showed sound appreciation of how mood and emotion can be illustrated in music. In school assemblies, the pupils sing tunefully, enthusiastically and with obvious enjoyment. The provision for music is enhanced by the work of good quality peripatetic teachers who come into school on a regular basis to teach percussion, brass and guitar. Pupils take part in a variety of musical performances and each year sing for the

Fellowship of the Services at the Cenotaph. Extra curricular activities include a thriving recorder club, and there have been visiting musicians to work with pupils.

111. The co-ordinator has very good subject knowledge and the subject is well led. She is able to effectively support and advise her colleagues in their musical activities. The accommodation is satisfactory and there is suitable resource provision.

PHYSICAL EDUCATION

112. There was only opportunity to observe games lessons, so there is insufficient evidence on which to make a secure judgement on the standards achieved overall in the subject, or the quality of teaching. However, it is evident that in games by the age of eleven pupils have appropriate skills of throwing, catching and being part of a team that show good progress from when they started school.
113. In a very good lesson for pupils in Years 1/2, the teacher gave precise step-by-step instructions and good individual help, so that all pupils very effectively developed their throwing, catching and striking skills. Pupils in a Year 5/6 lesson showed good awareness of how to use space and in putting their practised skills into small group game situations. Pupils are very well behaved. Because they enjoy physical education and the range of activities provided, they are keen to listen carefully to the teachers' instructions and participate. There is good emphasis placed on pupils performing basic skills properly, with due concern for their own safety and that of others. The teachers also set good examples by dressing appropriately and as a result are able to demonstrate techniques to the pupils in an effective way. Swimming lessons are provided for pupils in Years 4/5 and by the time that they leave school nearly all pupils can swim a minimum of 25 metres and many do much more. There is good subject leadership and a scheme of work that effectively ensures continuity and progression of pupils' learning, which shows improvement since the last inspection when teachers did not have suitable guidelines to plan their activities. The accommodation is good, with extensive playing fields and a large hall for pupils to develop their physical educational skills. Resources are adequate, in satisfactory condition, well managed and used well. There is a good programme of extra-curricular activities that enriches the subject curriculum, such as football, rounders and rugby, and pupils are able to take part in inter-school competitive team games. Pupils in Years 5/6 are also able to take part in outdoors adventure activities, as part of their residential experiences. The school has also taken advantage of coaches from Huddersfield Giants Rugby Club and Rotherham United Football Club, as a means of further developing the pupils' physical education skills