

INSPECTION REPORT

WHITECLIFFE PRIMARY SCHOOL

Carlin How

Saltburn

LEA area: Redcar and Cleveland

Unique reference number: 111654

Headteacher: Mrs Gillian Steele

Reporting inspector: Miss V. Rogers
(OFSTED NO: 22274)

Dates of inspection: 30 October - 3 November 2000

Inspection number: 224174

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|--|
| Type of school: | Infant and Junior |
| School category: | Community |
| Age range of pupils: | 3-11 |
| Gender of pupils: | Mixed |
| School address: | Kilton Lane Carlin How Saltburn Cleveland |
| Postcode: | TS13 4AD |
| Telephone number: | 01287 640414 |
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| Appropriate authority: | The Governing Body |
| Name of chair of governors: | Mr Roger Clipsham |
| Date of previous inspection: | 8 June 1998 |

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | Subject responsibilities | Aspect responsibilities |
|---|----------------------|-----------------------------------|--|
| Vera Rogers (Ofsted No: 22274) | Registered inspector | Science | What sort of school is it? |
| | | Design and Technology | What should the school do to improve further? |
| | | Art | How high are standards? a) The school's results and achievements |
| | | English as an additional language | How well are pupils taught? |
| Julian Vischer (Ofsted No: 8992) | Lay inspector | | How well does the school care for its pupils? |
| | | | How well does the school work in partnership with parents? |
| | | | How well is the school led and managed?(support-accommodation) |
| Andrew Margerison (Ofsted No: 21666) | Team inspector | English | How good are curricular and other opportunities offered to pupils? |
| | | Information technology | How well does the school care for its pupils?(support-assessment) |
| | | Geography | |
| | | History | |
| | | Under fives | |
| | | Special educational needs | |
| Paul Stevens (Ofsted No: 28200) | Team inspector | Mathematics | How high are standards? b) Pupils' attitudes, values and personal development |
| | | Music | How well is the school led and managed? |
| | | Physical education | |
| | | Religious education | |
| | | Equal opportunities | |

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The Office for Standards in Education
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Whitecliffe Primary School is a small school situated in the village of Carlin How to the south of Saltburn in Cleveland. There are currently 118 pupils on roll (60 boys and 58 girls) and a further 23 pupils in the nursery, who attend part-time. Children are admitted to the reception class at the start of the term in which they are five. At the time of the inspection there were eleven pupils under the age of five in the reception class. Most pupils attend the school's nursery before entering the reception class.

The pupils come from two villages of Carlin How and Skinningrove which are about a mile apart. It is an area of high unemployment with a significant amount of social deprivation. Almost 36 per cent of pupils are entitled to receive a free school meal, which is above the average for schools of its type across the country. There are no pupils with English as an additional language.

Attainment of the children on entry to the nursery is assessed as being well below expectation. There are no pupils with a statement of special educational need, although the school has identified 38 pupils (32.2%) as requiring some additional support with learning disabilities and similar needs, which is higher than the national average. The school is part of the East Cleveland Action Zone.

HOW GOOD THE SCHOOL IS

Whitecliffe Primary School is an improving school. Although standards generally are still below national averages, indications are that in comparison with similar schools the standards achieved by the pupils at the end of Key Stage 2 in the tests in English in 2000 were in line with the national average and above average when compared with similar schools. Standards in science show improvement since the last inspection although they are still well below average; standards in mathematics are well below average. The pupils enter school with attainment that is very low. Although they make satisfactory progress through the school, indications are that the standards that the pupils will achieve at the end of both key stages are below average in English and science and well below average in mathematics. The quality of teaching is satisfactory, overall, with examples of some excellent teaching and some poor teaching. The management of the school is satisfactory overall. The headteacher provides sound leadership and is well supported by the senior management team and governors. Together they have worked hard to tackle all the key issues from the previous inspection. The school has a higher than average income and currently provides satisfactory value for money.

What the school does well

- Pupils' attitudes to school are good.
- The school takes good care of its pupils.
- Provision for children in the foundation stage in the reception class is good.
- Procedures for assessing pupils' academic progress are good.
- Provision for pupils' personal, social and health education is good.
- The moral and social development of the pupils is good.
- There is a shared commitment to continuing to improve standards supported by good strategic planning.
- The school uses financial resources well.

What could be improved

- Standards in English, mathematics, science, information technology and religious education in both key stages.
- The quality of teaching where it is unsatisfactory.
- Procedures to monitor pupils' personal development.
- The development of investigations and application of mathematics and science.(AT1)
- The status of art in school.
- The further involvement of parents in their children's learning.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Following the inspection in June 1998 when the school was found to have serious weaknesses, an action plan was produced to tackle the key issues and other concerns raised in the report. The school has made good progress in meeting all the key issues of the report. Although standards in both key stages remain well below those found nationally there has been improvement in the achievements of pupils in national tests at the end of Key Stage 2, when compared with similar schools. Since the last inspection the school has effectively developed the role of the co-ordinators to include some monitoring of teaching and learning although this area is still in need of further development. Curriculum policies and schemes of work for all subjects have been updated and clearly set out what pupils need to learn as they progress through the school. The school has reviewed its approach to the handling of inappropriate behaviour which is now satisfactory overall. All statutory requirements in respect of religious education, sex education and the governors' report are in place. Overall, the progress made in most areas where concerns were noted previously is good, although the full impact of these initiatives in raising standards have yet to be realised. The school has sound systems and strategies in place to continue to make further improvements.

STANDARDS

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

| Performance in: | Compared with | | | |
|-----------------|---------------|------|------|-----------------|
| | all schools | | | Similar schools |
| | 1998 | 1999 | 2000 | 2000 |
| English | E* | E | C | B |
| Mathematics | E | E | E | E |
| Science | E* | E | E | E |

Key

well above average A

above average B

Average C

below average D

well below average E

*Note: 'similar schools' is based on the number of free school meals.
E* indicates schools which are among the bottom 5 per cent nationally.

In 2000 the attainment of pupils at the age of eleven in the National Curriculum tests was in line with the national average in English and well below average in mathematics and science. When compared with schools of a similar intake, the pupils' attainment is above average in English and well below average in mathematics and science. However, results over the past five years show that the average National Curriculum scores have risen in all three subjects and the trend when compared with the national trend is above the national trend. The results in 2000 at the end of Key Stage 2 show an improvement in English and improvement in the percentage of pupils achieving level 4 or above in science. However, results in mathematics remain low. The findings of the inspection are that standards in English and science are likely to be below average and well below average in mathematics at the end of Key Stage 2.

Standards in information and communication technology are below those expected for pupils of this age. Standards in religious education are below the expectations of the Locally Agreed syllabus. Standards in the other subjects are in line with national expectations overall.

Pupils enter the school with attainment that is very low when compared with that expected of five-year-olds. They make satisfactory progress overall as they move through the school with more rapid progress through Key Stage 2.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|---|
| Attitudes to the school | Pupils have positive attitudes towards learning and enjoy coming to school. |
| Behaviour, in and out of classrooms | Behaviour both in class and around school is satisfactory. |
| Personal development and relationships | Personal development is good. The quality of relationships is good. |
| Attendance | Attendance is satisfactory. |

The improvement in pupils' attitudes and behaviour represents a marked improvement from the last inspection. The school has a well-organised programme of personal and social education which has improved the provision for their personal development. They have worked hard to improve attendance which is average.

TEACHING AND LEARNING

| Teaching of pupils: | Aged up to 5 years | Aged 5-7 years | Aged 7-11 years |
|----------------------|--------------------|----------------|-----------------|
| Lessons seen overall | Satisfactory | Satisfactory | Satisfactory |

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

In the lessons observed the quality of teaching ranged from excellent to poor. It was at least satisfactory in just over 87 per cent of lessons. It was excellent in 6 per cent of lessons, very good in 15 per cent, good in 28 per cent, satisfactory in 38 per cent, unsatisfactory in 11 per cent and poor in 2 per cent. Almost all the teaching of the children under five in the reception class was at least good, whilst in the nursery it was satisfactory. Whilst the teaching observed in Key Stages 1 and 2 was satisfactory overall, the quality of teaching of older pupils in Key Stage 2 is a strength. The quality of teaching in English is satisfactory and pupils' make satisfactory progress in their learning from a low starting point. The quality of teaching in mathematics is unsatisfactory overall and pupils' make slow progress in their learning. Weaknesses in teaching are in the use of assessment by teachers to provide work that is appropriately matched to meet the needs of all pupils. Teachers have introduced the literacy and numeracy strategies satisfactorily and implemented the structure of these lessons well.

Among the other subjects the teaching of music in both key stages and physical education in Key Stage 1 are strengths.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|--|
| The quality and range of the curriculum | The school provides a broad curriculum which is relevant to the needs of all pupils and which is enriched by a range of extra-curricular activities. There is good emphasis on the key skills of literacy. However the development of investigative skills and the application of skills in mathematics and science are under developed. The curriculum is well supported with a number of projects through the Education Action Zone project. |
| Provision for pupils with special educational needs | The management of special educational needs is satisfactory and shows improvement since the last inspection. Specific programmes for developing pupils' skills in reading and behaviour have a good impact on |

| | |
|---|--|
| | pupils' learning. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | The provision for pupils' personal development is good with a well structured programme in place. The provision for pupils' spiritual, moral, social and cultural development is satisfactory overall. Provision for pupils' moral and social development is good. The clear codes of behaviour ensure that pupils develop a strong moral sense. |
| How well the school cares for its pupils | This is a strong area of school life; staff know the pupils very well. The school provides a high standard of care for its pupils and successfully creates a secure learning environment. The school has good procedures for monitoring pupils' academic progress |

The school has worked hard to involve parents in the education of the pupils and overall parents are supportive of it. Several parents and friends of the school give good support in class in a number of ways. The information provided for parents is satisfactory and homework is regularly given. Sound relationships are established through the recent introduction of home visits before the children start in the nursery.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|--|
| Leadership and management by the headteacher and other key staff | The headteacher provides sound leadership. She is well supported by the senior management team and together they provide strong commitment to developing and improving the school. Since the last inspection they have implemented many changes and these are beginning to have a beneficial effect on the work of the school. |
| How well the governors fulfil their responsibilities | The governing body fulfils its responsibilities satisfactorily and all statutory requirements are met. The chair and vice chair of governors support the school particularly well and make a sound contribution to the school's management. Management of finance is good. |
| The school's evaluation of its performance | The school has made a sound start in evaluating its own performance and is beginning to use this information to modify its provision. |
| The strategic use of resources | The school makes good use of its resources. The Education Action Zone support is used very well to enrich the curriculum. The school seeks value for money in its purchasing decisions but principles of best value are not applied systematically. |

There are sufficient suitably qualified teachers with good support staff. Accommodation is good and is well maintained. Teaching resources are good overall.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|---|---|
| <ul style="list-style-type: none"> • Almost all parents believe that the teaching is good and their children make good progress. • Their children like school. • Pupils' behaviour is good. • The school expects pupils to work hard and do their best. • The school is helping their children to become mature and responsible. • Most parents agree that their child gets the right amount of work to do at home. • The school is well managed. • They are kept well informed about how their | <ul style="list-style-type: none"> • The school working more closely with parents. • The provision of an interesting range of activities outside lessons. • Ease of approaching school with a problem. |

| | |
|----------------------|--|
| child is getting on. | |
|----------------------|--|

These views are based on a very low response to the questionnaires and attendance at the pre-inspection meeting.

The inspection team endorse most of the positive views expressed. However, whilst teaching is good in some classes, the findings of the team are that teaching is satisfactory overall. The school tries hard and is having some success in involving parents in working with the school more closely and encourages them to come into school. The range of extra-curricular activities is satisfactory and is currently enhanced with a range of additional activities through the Education Action Zone project. From speaking to parents during the inspection and from observations made by the inspection team, it is clear that parents find it easy to approach the school with a problem.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The pupils are in line to achieve standards in English and science that are below average and well below average in mathematics by the end of both key stages. Standards are below average in information technology and some elements of design and technology in both key stages; they are well below average in religious education. They are broadly average in all other subjects.
2. The majority of pupils enter the school with attainment that is very low particularly in communication language and literacy, mathematical development and their knowledge and understanding of the world. Although they make good progress in the nursery and reception class in acquiring knowledge, skills and understanding in all areas of learning, by the time they enter Key Stage 1, standards remain below average.
3. In the Key Stage 1 National Curriculum and assessment tests for 2000, the percentage of pupils attaining level 2 or above in reading was very low in comparison with the national average and in comparison with similar schools. In writing the percentage was well below average when compared with the national average and similar schools and in mathematics pupils' achievements were very low when compared with the national average and similar schools. The percentage of pupils achieving level 3 in reading was well below the national average and well below average when compares with similar schools. Pupils' performance in writing was below average in comparison with the national average and that of similar schools; in mathematics it was low.
4. Trends over the five-year period from 1996 to 1999 indicate consistently low average results in Key Stage 1. Trends in pupils' average National Curriculum points over the four years show a decline in all subjects with a slight rise in reading in 1999. Taking the average results over the four years together, performance in reading and writing has been well below the national average, whilst in mathematics it has been above the national average.
5. In Key Stage 2 National Curriculum tests in 2000, the percentage of pupils achieving level 4 or above in English was close to the national average. They were well below average in science and well below average in mathematics. The percentage of pupils achieving level 5 close to the national average in English, below average in mathematics and well below average in science. When compared with schools of a similar type, the percentages of pupils achieving level 4 or above in English was above average and well below the national average in science; the percentage was well below average in mathematics. The percentage of pupils achieving level 5 was well above average in English, close to the average in mathematics and below average in science. These results are set against a higher than average level of pupils with special educational needs in both key stages.
6. Taking the average results over the five-year period, 1996-2000, pupils' performances in English, mathematics and science were well below average in comparison with the national averages. However, pupils' achievements in the tests show a steady improvement in all three subjects over the previous years, which is sustained this year. The trend in average levels over the five years for all core subjects was above the national trend. In both key stages there was a high proportion of pupils identified with special educational needs.
7. In 2000 the school surpassed its targets for English but did not achieve them in mathematics in the statutory tests at the end of Key Stage 2. Targets set for this year anticipate that these will rise by twenty per cent in English and five per cent in mathematics over last year's targets.
8. The headteacher and key staff analyse results of standardised tests and National Curriculum tests in an attempt to improve standards. Literacy and numeracy co-ordinators have also been involved in this process. Together they have now amassed a substantial bank of data on pupil performance over time. However, there has not yet been sufficient use made of this data to moderate programmes of work or address the individual needs of pupils in order to raise attainment and accelerate pupils' progress. Good procedures for assessment have been introduced in English, mathematics and science but assessment is not generally used well to inform the next stages of pupils' learning.

9. The last report stated that standards in **English** were below national standards in both key stages. Since then the school has focused on improving attainment in English in both key stages and on improving teachers' expertise through the introduction of The National Literacy Strategy. This has not yet had sufficient impact on standards: findings during the inspection indicate that by the end of both key stages standards in English are likely to remain below national standards.
10. In both key stages pupils' skills in speaking and listening are underdeveloped. In Key Stage 1 many pupils are very reticent, have a very limited vocabulary and do not readily engage in conversation. By the end of Key Stage 2 most pupils listen attentively and take turns in discussion, using a wider range of vocabulary although this is not extensive. In reading at Key Stage 1 the higher attaining pupils read with understanding; the average and below average pupils make effective use of their knowledge of letter sounds and pictures to help them make sense of unfamiliar words. In Key Stage 2 the higher attaining pupils read accurately and fluently and are meeting national expectations; the average and below average attainers read hesitantly and lack expression. They have a sound range of strategies to help them when meeting new words. The pupils' attainment in writing is below average overall in both key stages. The content of pupils' writing is satisfactory but the pupils' limited knowledge of the conventions of grammar, vocabulary and below average spelling, particularly in Key Stage 1, means that the work they produce is below average. Standards of presentation and handwriting are below average.
11. In **mathematics**, standards are well below average in both key stages. There has been a decline in standards since the last inspection, when standards were found to be below those expected in both key stages but they are now beginning to rise a little. Pupils enter the school with attainment that is well below average. Although they make satisfactory progress pupils' levels of work are consistently below average as they pass through the school. By the end of Key Stage 1 most pupils work with numbers below 100 only and there are no pupils working at a higher level than that expected. By the end of Key Stage 2, pupils develop their knowledge and understanding of number further. However, their knowledge and understanding are insecure and are well below average for their age.
12. The attainment of pupils in **science** is below average in both key stages. By the age of seven, pupils use simple classification systems when learning about plants and animals and are developing their understanding of the properties of materials. In Key Stage 2 pupils study all attainment targets of the National Curriculum; they revisit some such as materials and physical processes but do not apply their previous knowledge adequately in order to raise the levels of their understanding and knowledge. In both key stages standards in the development of scientific enquiry are below that expected. The standards in science in Key Stage 1 have not been maintained since the last inspection when they were judged to be in line with national expectations. Although they have improved over the last year, they are still below average in Key Stage 2. Many pupils find difficulty in recording their work although most can describe their work satisfactorily..
13. Attainment in **information and communication technology** is below the nationally expected levels by the end of both key stages. Although standards are satisfactory in some areas, such as control technology, word processing and the use of CD-ROMs, standards in data handling and modelling are below national expectations.
14. Standards in **religious education** are well below the recommendations of the Locally Agreed Syllabus for religious education, at the end of both key stages. The school has not maintained the sound standards of the last inspection although they now meet the statutory requirements. Standards in **art** in both key stages are satisfactory, although three-dimensional work is underdeveloped. In **design and technology**, standards in the designing and making elements of the subject are sound but are less good in the evaluation elements. Standards in **geography** and **history** are as at the last inspection, in line with expectations and pupils make satisfactory progress. Standards in **music** are in line with expectations at the end of both key stages. The standard in singing is good throughout the school. Standards in **physical education** are in line with those expected at the end of Key Stage 1 It is not possible to make a judgement about attainment in Key Stage 2 as only one lesson was seen and this was taken by two visitors.
15. Pupils with special educational needs make satisfactory gains in skills, knowledge and understanding so that by the end of Key Stage 2 they achieve appropriately in relation to their age

and ability in most subjects. In the small group withdrawal sessions they benefit from working with specialist teachers or trained support staff and this has a positive effect on their learning.

16. The attainment of boys is generally lower than that of the girls in all core subjects.

Pupils' attitudes, values and personal development

17. Judgements are based on discussions with pupils, their work and their behaviour in and out of lessons. Pupils' attitudes to school are good. They come into school calmly and are generally enthusiastic in lessons. This is most noticeable in those where the teacher has a good rapport with pupils and provides stimulating activities such as composing rhythms or making up sequences of movements. Alongside this keenness pupils show interest in their work, especially when the activity arouses their imagination such as writing a biography or when the teacher shows them interesting resources such as replicas of Ancient Egyptian artefacts. Where teaching is dull, pupils lose concentration and dislike the subject.
18. Pupils behave satisfactorily and there are very few exclusions, with just two fixed period exclusions over the past year. Most pupils behave well in and out of classrooms, co-operating well in group work and playing without any unpleasantness. A small number have specific behavioural difficulties and challenge the authority of adults, but they are well managed. Pupils are generally polite and show respect for each other and adults by their courtesy. Where teaching is unsatisfactory, pupils tend to be restless and argumentative. They are immature and lack self-control.
19. Pupils willingly undertake a variety of jobs, but opportunities to show initiative are few. This limits their personal development. While pupils do care for each other and their school, and have good relationships with each other, there is no established system for expressing their views. However, 'Circle Time', when pupils gather together in a circle with their teacher, is a good opportunity to share how their actions affect others. Pupils with special educational needs mix well with their class due to the good relationships which exist in the school.
20. Since the previous inspection the number of pupils with behavioural difficulties has not diminished, but the school handles them much better. Consequently, pupils rarely disrupt one another's work, or prevent lessons from progressing.
21. Attendance is satisfactory. The rate is broadly in line with the national average. The rate for unauthorised absences is better than the national average. Registers are taken quickly and efficiently in all classes in both morning and afternoon. There is no significant problem with latecomers.

HOW WELL ARE PUPILS TAUGHT?

22. The quality of teaching is satisfactory overall although there was a wide variation in the quality of lessons observed. These ranged from excellent to poor. In the lessons observed teaching was satisfactory or better in just over 87 per cent of lessons; of these it was satisfactory in 38 per cent, good in 28 per cent, very good in 15 per cent and excellent in just over 6 per cent. The highest percentage of unsatisfactory lessons was in mathematics where half the lessons were judged to be unsatisfactory and also in religious education. At the time of the last inspection, teaching was judged to have been sound or better in 90 per cent of lessons including almost half where it was good.
23. Almost all of the teaching of the very best quality was to children in the Reception class and in music. Although there was a significant percentage of unsatisfactory lessons observed, the quality of teaching observed in Key Stages 1 and 2 was satisfactory and evidence from the pupils' previous work indicates that the quality of teaching over time, in all except mathematics and religious education, is overall satisfactory.
24. Teaching of children in the nursery is satisfactory overall; it is good for the under fives in the Reception class. At Key Stage 1 the quality of teaching is satisfactory overall with some examples of good and very good teaching. In Key Stage 2 in the lessons observed the quality of teaching was better and although satisfactory overall had fewer lessons which were

unsatisfactory. Where teaching was predominantly good, in a range of lessons across the key stages, the impact on pupils' learning is good and pupils' make good progress in developing their knowledge, skills and understanding.

25. Overall, the quality of teaching of pupils who have special needs is satisfactory. However, when pupils are withdrawn for specialist support the teaching is better, mainly due to the very tight structure and focus of the work on the pupils' individual difficulties. Consequently, pupils make satisfactory gains in their knowledge, skills and understanding in literacy and in the awareness of their behaviour. The majority of pupils on the school's register of special educational needs have difficulties in these two areas. In the lessons where pupils are taught literacy in their own class, the learning is satisfactory. Teachers use classroom support staff effectively to work with the pupils with special education needs, but planning rarely takes into account the pupils' learning difficulties to provide specific activities targeted to their individual education plans (IEPs) that build upon and develop the work done in the supported sessions
26. In both key stages the quality of teachers' planning in identifying clear learning objectives is sound; however in many lessons, particularly those which are unsatisfactory, the use of assessment is not used to plan work that is matched to the needs of all pupils and time is not used appropriately. For example in an unsatisfactory mathematics lesson the introduction of the lesson was too long, leaving insufficient time for the pupils to practise the work they had been set and a very short plenary session at the end which was too short to reinforce what pupils had learned. Most teachers use a range of methods and strategies that engage the interest of the pupils and they manage pupils well. Where teaching is of the very highest quality, teachers listen to children very carefully and, through skilful use of questioning, encourage pupils to talk; they use discussion well to challenge pupils and take their learning forward. In these lessons, time is used well and the pace of the lessons is good. All teachers ensure that other adults who work with them are well briefed and deployed.
27. In both key stages the teaching of English is satisfactory overall. Good use is made of the recommendations of the National Literacy Strategy and teachers' subject knowledge is secure. The activities that teachers use to develop pupils' basic skills of phonics and word structure are consistently good. The teaching of this subject has improved since the last inspection. The teaching of mathematics is overall unsatisfactory although a third of the lessons observed were good or excellent. The more effective lessons use oral sessions well, establish good work routines and match work to the needs of the pupils. Where lessons are unsatisfactory, planning does not take account of the needs of all pupils and the use of time is inappropriate.
28. Since the last inspection the school has developed good procedures to assess the work of pupils, particularly in English, mathematics and science. Satisfactory day-to-day assessment of pupils' work takes place in most classes through questioning during lessons and regular marking. Pupils' progress is monitored through more formal testing at the end of key stages and through the use of optional statutory assessments. However, the teachers do not always use assessment to help them decide what the pupils are to learn next. The results of assessment are therefore not used clearly in planning to define clear aims for each group of pupils, based on a detailed assessment of what the pupils already know and can do. This then leads to a lack of appropriate work for some pupils and challenge for the higher attaining pupils, once they have finished their initial activities. The quality of marking is good overall; teachers use marking well to give guidance on what the pupils need to do to improve.
29. Pupils' learning, in general, is satisfactory. In broad terms their achievement goes from being well below expectations when they enter the school, to being below expectations overall, by the time they are eleven. The rate of learning is good in the Reception class, satisfactory in Key Stage 1 and satisfactory through Key Stage 2 although learning accelerates towards the end of the key stage. The school has worked hard to foster in the majority of pupils the will to learn.

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

30. Since the school was last inspected the school has worked hard to ensure that curriculum documentation is in place for all subjects. A number of the policies have been recently reviewed in the light of the new Curriculum 2000 guidelines and schemes of work have been developed to take this guidance into account. Consequently, the curriculum is broad, balanced and relevant at all stages including the Foundation Stage for young children in the Nursery and Reception classes. It meets statutory requirements to teach all the subjects of the National Curriculum and religious education. The quality and range of learning opportunities are satisfactory and include effective provision to ensure that all pupils have equal access to the opportunities in school and for health, sex education and drugs awareness. The curriculum reflects the school's aims and values well.
31. Since the school was last inspected the provision for pupils with special educational needs has improved so it is now satisfactory. The school has established a comprehensive policy that is reflected in the everyday provision. There are individual education plans (IEPs) for each pupil on the Register of Special Educational Needs. A particular strength of the provision is the Special Needs Diaries that are maintained by the adults working in each class and are an on-going record of each pupil's progress and significant events that affect the pupil. The targets in the IEPs are satisfactory, but are insufficiently specific as short term learning goals. Classroom support staff provide positive support for pupils with special needs in lessons and teachers generally have a clear understanding of how their skills can be harnessed to work with the pupils. However, although some teachers make reference to the IEPs in their planning, overall they are not used sufficiently on a day-to-day basis as a key element in providing specific, planned activities. Supporting initiatives such as Reading Recovery, Additional Literacy Support and the Better Reading Partnership, although not specifically for pupils with special educational needs, make a good contribution to the learning support curriculum.
32. The school has had support from the local education authority to develop the introduction of the National Strategy for Literacy and the school has effective strategies for teaching literacy, but the strategy for developing pupils' numeracy skills is not effective, mainly due to the amount of unsatisfactory teaching.
33. The curriculum in the Nursery and the Reception class for the Foundation Stage is satisfactory. In both classes, it is firmly based in the six areas of learning recommended for this age group and, overall, provides a satisfactory range of activities to develop children's basic skills in the six areas of learning to prepare them for entering full time statutory schooling.
34. The range of extra-curricular activities provided by the school is satisfactory. Pupils have access to special interest clubs such as chess as well as sporting clubs, but the opportunities for pupils to develop their interest in music are limited. The school's own provision is augmented by a wide range of after-school activities funded through Education Action Zone monies that give the pupils in Key Stage 2 opportunities to take part in activities such as canoeing and computing. These activities are well supported by pupils.
35. The school effectively ensures that all pupils have equal access to the curriculum and other school-based activities. The school takes great care to support all pupils' academic development regardless of their level of attainment and ensures that they can take part in all extra-curricular activities such as the choir. Sporting activities are open to pupils of either sex. The school has a comprehensive policy in place and ensures that their learning or other difficulties do not disadvantage pupils. For example, when pupils are withdrawn from lessons for specialist tuition for learning, they carry out work connected with the lesson or they are given extra help when they come back to class. For those pupils who attend the East Cleveland Primary Support Centre at Skelton, great care is taken to ensure that the work they do at the Centre is similar to that being taught in school.
36. The school makes good provision for the personal, social and health education (PSHE) of the pupils. Since the last inspection a great deal of effort has been put in to developing this area. The policy and practice have been completely revised to provide a structured whole school approach to teaching this aspect of the curriculum so that the provision for sex and drugs education now meets statutory requirements. Each class teacher is responsible for teaching

their own section of the PSHE scheme of work, but good use is made of visiting specialists including the school nurse, dieticians and dental health professionals.

37. Links with the local and wider community are satisfactory. There are sound links with other primary and secondary schools in the area and the school plays a proactive part in curriculum development initiatives such as the 'Small Steps' special educational needs project and the Zeneca science project. The school takes a leading role in the annual carol service held in the parish church that is now an important event for the whole community. Links with the local secondary school are sound. This school is the venue for some of the EAZ after-school activities which, for those pupils involved, contribute effectively to the arrangements for pupils' transition to the next phase of their schooling.
38. The provision for pupils' personal development is satisfactory overall, but within this area there are significant strengths that reflect the school's high priority on developing pupils' moral and social skills. Many pupils start in the Nursery with limited language and experiences and the school places a strong emphasis on developing children's personal skills from their first day in school. Provision for pupils' spiritual development is satisfactory and is mainly provided in assemblies when pupils take part in worship. The school's provision for collective worship fulfils statutory requirements and provides good opportunities for pupils to reflect on a range of issues around themes that are mainly based on Christian themes. However, in the daily life of the school, not enough opportunities are provided in the curriculum for pupils to reflect on wider issues. In lessons, including those for religious education, spiritual development is an element that randomly occurs, rather than one that is planned. For example, there are few opportunities for pupils to explore the beliefs and values of other contemporary cultures.
39. Provision for the moral development of pupils is good, resulting in the vast majority of pupils being aware of what is acceptable and unacceptable behaviour. In classroom, pupils are reminded to make good choices about their behaviour and attitude to work. The school's Classroom Covenant is a major focus and is consistently reinforced in lessons and in assembly. The school's provision for pupils' moral development has improved since the last inspection because the strategies put in place are fully embedded in the day-to-day life of the school and this is reflected in the better behaviour of pupils.
40. Provision for pupils' social development has also improved since the school was last inspected. This aspect of the pupils' development is well promoted by teachers who often provide worthwhile opportunities for pupils to work together in a variety of ways. Small group work and paired tasks are a consistent feature of lessons such as history, literacy and information technology. Pupils are encouraged to share their ideas and equipment with each other in a positive supportive way. In some classes less able pupils are paired with more able as a specific strategy to help them complete tasks and get involved in the lesson. The residential visit in Year 6 enables pupils to develop their social skills in a different environment. In school there are a range of opportunities for pupils to take responsibility for specific aspects of school life. For the younger pupils, these are mainly in-class jobs such as handing out books and equipment, but the oldest pupils take an active role in the school such as being on telephone duty in the school office at lunchtime when the school secretary has her lunch.
41. The provision for pupils' cultural development is satisfactory. Pupils are encouraged to appreciate their local cultural traditions through studies in history and geography. Visiting artists and drama groups, music and art lessons provide pupils with good opportunities to appreciate the work of different composers and artists. However, apart from assemblies, some topic work in religious education lessons and the use of texts from other cultures in literacy lesson; the opportunities to develop pupils' understanding of other contemporary cultures and cultural diversity of modern Britain are insufficiently developed.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. The school takes good care of its pupils. This is an improvement on the last inspection when this aspect was judged to be only satisfactory. The school has a well-developed procedure for child protection and ensures that all health and safety measures are kept up-to-date. The long-serving caretaker carries out a weekly check of the premises and logs any problems. Living very close to the school he is active in ensuring the smooth running of deliveries and the opening and closing of

the school. The weekly check is supported by an annual health and safety review of the school by the local education authority.

43. Corridors in the school are not congested and outside the playground has specific areas allocated to different activities. For example, football is restricted to one end of the tarmac area. The recent removal of the two large sheds in the playground has made it a safer place and one easier to supervise. Staff carefully monitor the pupils and lining-up routines are well practised. The school has been careful to realise that the building of the new extension required the re-routing of fire-assembly paths. The site is secure at all times.
44. The school has effective measures to promote good behaviour and eliminate oppressive behaviour. It provides a range of rewards to promote positive attitudes to school life, including certificates, trophies and a continuing roll of honour. All staff are involved in the selection of pupils for awards for good behaviour and so are the pupils when it comes to their own classes. The new programme for pupils' personal, social and health education (PSHE), offers pupils ways to express their support and appreciation of others and encourages self-esteem. The school provides a fair number of opportunities for pupils to take on responsibilities; for example, 'phone duties' where a pair of pupils man reception. They field telephone calls and allow no one past the security door without fetching an adult. However opportunities to take responsibilities are largely confined to the older children. Shared reading between older and younger pupils is only now being planned.
45. The school does not have a formal system of recording and assessing pupils' personal development. Procedures for recording and monitoring attendance, carried out by an able school secretary, are very good. The value of attendance is emphasised by transparent reporting and the provision of a weekly class attendance award.
46. The impact of support upon pupils with special educational needs in the classroom is positive. The support staff have good relationships with the pupils and use this to encourage and guide them. Training has provided support staff with the ability to provide skilled and effective support. They have a good awareness of the personal as well as the academic needs of their pupils helping to create a safe and secure environment for them. Good support is obtained from external services for pupils with specific difficulties to conduct assessments and to provide advice and support.
47. Procedures for assessing, monitoring and supporting pupils' academic progress have been developed since the last inspection so they are now good, especially in the core subjects of English, mathematics and science. The school uses the tests devised by the Qualifications and Curriculum Authority (QCA) for pupils in Years 3,4 and 5 in addition to the national assessment arrangements at the end of each key stage.. There are procedures for assessing pupils' achievement in other subjects at the end of each teaching unit, but the use of this information to inform planning is in the early stages of development. Overall, the systematic analysis and use of assessment information to guide curricular planning are satisfactory, and have been developed since the last inspection. The results of the QCA and National Curriculum tests are analysed by the head teacher and the senior management team to give an overview of achievement. The information is used to set whole-school achievement targets and individual targets for pupils, but the use of the data to evaluate the impact of specific initiatives or to track pupils' progress over time is under-developed.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. The school has effective links with parents to extend pupils' learning. Parents and carers are satisfied with what the school provides. There is a small core of parents involved in the life of the school. For example, a parent runs the after-school sewing club. This nucleus could be broadened. Most parents support fund-raising events even though there is no formalised parent teacher association. Since the last inspection the school has tried hard to help heal the rift between the two communities with considerable success. As only 6 parent questionnaires (about 5 per cent) were returned prior to the inspection it is difficult to gauge the significance of the replies. From these it is clear that parents are pleased with behaviour in the school and the teaching and that their children like being in school. They agree that the school expects the children to do their best and work hard, and that the school helps their children to become mature and responsible. Inspectors support these views as do parents who were spoken to during the

inspection. However these parents would also like to see more out-of-school activities which, with the advent of the additional Educational Action Zone opportunities, are currently satisfactory. These parents would also like the school to be more approachable whereas parents interviewed during the inspection felt that this was one of the stronger points of the school. Inspectors agree with the latter.

49. The recently initiated pre-school link with parents, supported by the Educational Action Zone funding, has proved successful and several parents returned school questionnaires saying how pleased they were. Parents are well-informed about homework and given opportunities to become involved with their children's learning at home. The regular informative newsletters are well-received by parents. Plans are in hand to make this form of communication more lively and attractive. The school works closely with the parents of pupils with behavioural problems. Attendance at termly parents' evenings is continually improving and now most parents attend. SAT's explanation evenings for Key Stage 2 pupils' parents have been offered to parents for the last 2 years and this year the school plans to offer the equivalent to the parents of Key Stage 1 pupils. Annual reports to parents are satisfactory; they are clear and easy-to-read.
50. The partnership with parents of pupils with special educational needs is good. The parents are invited to reviews of those pupils on the Register of Special Needs and are informed when the school wants to involve outside specialists. In some cases home visits are made to parents and, in the case of pupils who go to the East Cleveland Primary Support Centre, parents are invited to the centre to meet the staff who work there.

HOW WELL IS THE SCHOOL LED AND MANAGED?

51. The headteacher provides sound leadership and management of the school, aided by the senior management team. The local education authority has provided very strong support to enable the school to develop its own action plan to address areas for improvement. The headteacher's vision is gradually securing the clear educational direction the school needs to achieve its aims. She works very hard to improve the quality of education. To do this, she and her management team have taken a large number of measures. For example, they have attempted to generate further involvement of parents in their children's work so that everyone's expectations can be raised. This is partly achieved through agreed learning contracts at an early stage. The school is doing well in meeting its aims and maintaining its values. It is a measure of the school's care of its families that during the week of the inspection it responded to the effects of the flood crisis with sincere concern and moral support. Pupils enjoy coming to school and both they and the staff show pride in it.
52. The contribution of other staff with management responsibilities is satisfactory. Many themselves have a clear vision for their subject, others have only recently been appointed. However, leadership is less effective where pupils' standards of attainment have declined or not improved as in mathematics. There is not enough guidance on how to use all the data from assessment or what is learnt from courses. Consequently, not all teachers are clear about how to interpret school policies in their daily planning. The programme for monitoring teaching is slow in developing. It is not yet sufficiently rigorous and frequent to ensure a quality of teaching that is consistently satisfactory or better. Furthermore, the school has not kept records of monitoring until recently, preventing systematic work on improvement. The school is not raising the quality of teaching by organising regular observations of the very good and excellent classroom practice which already takes place. Nevertheless, there have been good overall improvements in the co-ordinators' contribution to leadership and management. These have followed the work that has been done to clarify their role which has enabled them to develop action plans.
53. Since the last inspection when the provision for pupils with special educational needs was judged to be unsatisfactory, the special needs co-ordinator has given a very clear direction to the development of the provision. There is a good policy that meets the requirements of the Code of Practice and clearly outlines for all staff the processes involved. Day-to-day management of the school's provision is very good. The administrative procedures are comprehensive and individual education plans are reviewed regularly with the full involvement of school staff and parents. The school takes a proactive role in local initiatives and as part of this the school plans to further develop the provision using computer-based systems for writing individual education plans.

54. The governing body makes a satisfactory contribution to the school's management. They have ensured that they and the school fulfil all statutory requirements. Consequently, their annual report to parents is complete, and there are policies for religious education and sex education. Previous problems with governors' teamwork and with liaison between them and the school have been resolved. There are now well-organised committees which help the governing body as a whole to carry out its duties efficiently. The chair, vice-chair, and a parent-governor spend a great deal of valuable time in school. However, too few governors find themselves able to gain direct awareness of the school's successes and of its areas for improvement.
55. The school's procedures for supporting teachers' professional development are satisfactory. Staff have interviews with the headteacher and they jointly agree targets. They attend courses which are relevant to the school's needs as well as their own. These procedures have not yet fully developed the consistency needed to improve teaching. New teachers receive strong support from the senior management team and their other colleagues. However, there is no formal system which includes a nominated mentor and a specified programme of courses.
56. The school's development plan is a good document. It sets out appropriate priorities and details the action to be taken, clarifies responsibilities, including monitoring, and evaluates success. It is also properly costed so that financial planning takes the priorities into account. By specifying time-scales, it ensures not only that enough time is taken to introduce new initiatives but also that deadlines are met. In-service training gives good support to the school's priorities. Moreover, the school makes good efforts to build on success as well as work on areas for development. There is a firm, shared commitment to improvement. The governors are involved from an early stage.
57. The school uses its financial resources efficiently. Its financial planning and conscientious office staff combine to make the school effective in providing what its pupils need. However, too little attention is paid to the actual impact of spending on pupils' learning. The school pays special attention to pupils with special educational needs. It targets Education Action Zone funding well to support its work in raising pupils' achievements, including developing strong links with the local secondary school. The school has developed strong links with the small local businesses but recognises the need to develop stronger links with larger concerns to benefit teaching and learning. It has tried but without much success to date. The school continuously analyses the impact of its work on pupils' learning. Governors work with the school to secure best value for money when making orders. However, there is a need for documentation and action based on comparisons being made with similar schools. The school should consult with the local community, and evaluate the effects of the services the school has used. The school secretary works very hard not only to run an efficient administration system, using the latest technology, but also to take care of the needs of pupils, parents, and all visitors.
58. Staffing of the school is satisfactory. In-service training is provided for teaching and non-teaching staff, and those assisting in classrooms provide good support for pupils with special needs. There is good liaison between teachers and other staff who work in classrooms which leads to linked planning.
59. The accommodation now provides a more stimulating and well-organised environment for the delivery of the curriculum. The building of the extension with the subsequent dismantling of the mobile classroom and the removal of the two large sheds in the playground have contributed to the improvement in the accommodation since the last inspection. The outdoor environmental areas are due to be redeveloped. Classrooms are light and fairly spacious and the school is kept clean and tidy. The new carpeted library overlooked by a large end-wall window at the end of the hall is spacious and well-organised but can suffer from noise interference when classes use the hall for activities. Storage space around the school is at a premium. The nursery enjoys a large, high-ceilinged classroom with plenty of room for separate activities. It also has its own secure outdoor play area. There is very little vandalism. Most of the school's subject resources are good, both in their quantity and quality, and are well used in classrooms.
60. There have been very good improvements in the leadership and management by the headteacher and senior staff since the previous inspection which are reflected in improvements to the school. There have also been very good improvements in the relationships between governors. Finally, procedures for producing the school development plan have improved since the previous inspection.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

61. In order to raise standards and the quality of education provided the governors, headteacher and staff should:
- Raise standards in English, mathematics and science and in information technology and religious education as identified in the school's development plan by:
 - Improving the expertise of teachers in these subjects;
 - Using assessment more closely to inform teachers what pupils need to learn next;
(paragraphs:1-14,26-28,47,64,72-74,77-78,80-81,83-86,92,93,95,118-119,130-131.133)
 - Raise the quality of teaching where it is unsatisfactory by:
 - Ensuring that teachers' planning caters for pupils of all abilities;
 - Continuing to regularly monitor teaching to identify and improve methods of teaching;
 - Identifying more clearly what individual pupils need to achieve in parts of lessons.
 - Using existing good practice to promote high standards of teaching throughout the school.
(paragraphs: 22,24,26-28,64, 80,88-91,95,105,110,129)
 - Ensure that the pupils have planned opportunities to use and apply their mathematical skills (AT1) and opportunities to develop the skills of scientific enquiry(AT1).
(paragraphs: 94,122)
 - Develop procedures for monitoring the personal development of pupils;
(paragraph 45)
 - Raise the status of art in the school.
(paragraph: 99,101)

OTHER SPECIFIED FEATURES

62. The following should also be considered for inclusion in the action plan:
- Generate ways to further involve parents in their children's learning.*(paragraphs:48-49)*
 - Provide more opportunities for pupils to develop their interest in music.*(paragraphs:34, 124)*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 47 |
| Number of discussions with staff, governors, other adults and pupils | 34 |

Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 6.4 | 14.9 | 27.7 | 38.3 | 10.6 | 2.1 | 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 | Nursery | YR-Y6 |
|--|---------|-------|
| Number of pupils on the school's roll (FTE for part-time pupils) | 23 | 118 |
| Number of full-time pupils eligible for free school meals | 0 | 42 |

FTE means full-time equivalent.

| Special educational needs | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils with statements of special educational needs | 0 | 0 |
| Number of pupils on the school's special educational needs register | 0 | 38 |

| 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 | 4 |
| Pupils who left the school other than at the usual time of leaving | 4 |

Attendance

| Authorised absence | % |
|---------------------------|-----|
| School data | 5.3 |
| National comparative data | 5.4 |

| Unauthorised absence | % |
|---------------------------|-----|
| School data | 0.2 |
| 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 | 11 | 7 | 18 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 3 | 5 | 6 |
| | Girls* | | | |
| | Total | 8 | 12 | 12 |
| Percentage of pupils At NC level 2 or above | School | 44 (63) | 67 (68) | 67 (79) |
| | National | 83 (82) | 84 (83) | 90 (87) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above | Boys | 5 | 6 | 6 |
| | Girls* | | | |
| | Total | 12 | 12 | 13 |
| Percentage of pupils At NC level 2 or above | School | 67 (58) | 67 (74) | 72 (68) |
| | National | 84 (82) | 88 (86) | 88 (87) |

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

*As the number of girls was less than ten, the results are omitted.

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 | 9 | 15 | 24 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys** | | | |
| | Girls | 15 | 9 | 14 |
| | Total | 18 | 13 | 19 |
| Percentage of pupils At NC level 4 or above | School | 75(47) | 54(65) | 79(65) |
| | National | 75(70) | 72 (69) | 85 (78) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys** | | | |
| | Girls | 14 | 12 | 15 |
| | Total | 17 | 15 | 19 |
| Percentage of pupils At NC level 4 or above | School | 71 (53) | 62(24) | 79(53) |
| | National | 70 (68) | 72 (69) | 79 (75) |

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

** As the total number of boys was fewer than ten, these 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 | 118 |
| Any other minority ethnic group | 0 |

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

| | Fixed period | Permanent |
|------------------------------|--------------|-----------|
| Black – Caribbean heritage | 0 | 0 |
| Black – African heritage | 0 | 0 |
| Black – other | 0 | 0 |
| Indian | 0 | 0 |
| Pakistani | 0 | 0 |
| Bangladeshi | 0 | 0 |
| Chinese | 0 | 0 |
| White | 2 | 0 |
| Other minority ethnic groups | 0 | 0 |

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

Teachers and classes

Qualified teachers and classes: YR – Y6

| | |
|--|-----|
| Total number of qualified teachers (FTE) | 6.5 |
| Number of pupils per qualified teacher | 17 |
| Average class size | 22 |

Education support staff: YR – Y6

| | |
|---|----|
| Total number of education support staff | 3 |
| Total aggregate hours worked per week | 60 |

Qualified teachers and support staff: nursery

| | |
|--|-----|
| Total number of qualified teachers (FTE) | 0.5 |
| Number of pupils per qualified teacher | 23 |

| | |
|---|----|
| Total number of education support staff | 1 |
| Total aggregate hours worked per week | 15 |

| | |
|--------------------------------|----|
| Number of pupils per FTE adult | 23 |
|--------------------------------|----|

FTE means full-time equivalent.

Financial information

| | |
|----------------|-----------|
| Financial year | 1999-2000 |
|----------------|-----------|

| | £ |
|--|--------|
| Total income | 292479 |
| Total expenditure | 298364 |
| Expenditure per pupil | 2194 |
| Balance brought forward from previous year | 24443 |
| Balance carried forward to next year | 18558 |

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

123

Number of questionnaires returned

6

Summary of parents' and carers' responses From the 6 responses received.

- All parents stated that
 - their children liked school,
 - behaviour in school is good,
 - teaching is good,
 - the school expects their child to work hard and achieve his/her best,
 - the school is helping their child to become mature and responsible.

- Most parents agreed that
 - their child is making progress,
 - the school is well led and managed,
 - their child gets the right amount of work to do at home,
 - they are kept well informed about how their child is getting on.

- Most parents disagreed that
 - they would feel comfortable about approaching the school with questions or a problem,
 - the school works closely with parents,
 - the school provides an interesting range of activities outside lessons.

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

63. Children are admitted to the Nursery class soon after their third birthday. After attending part-time, they transfer to the Reception class in either the following September or January depending upon the date of their fifth birthday when they begin full time schooling. This class is a mixed age class with some pupils from Year1. Good liaison with the parents enables the children to make a positive start to school. The school's management structure where the Key Stage 1 co-ordinator also has overall responsibility for the Nursery ensures that pupils transfer effectively into main school life.
64. The children enter the nursery with very under-developed personal skills and attainment, particularly in communication language and literacy, mathematics and their knowledge and understanding of the world. The school's provision for children in the Foundation Stage has been effectively developed since the last inspection, when it had recently been reorganised. Although, children's levels of attainment are on line to be still below those expected for children of their age when they complete the Foundation Stage, they make good progress in acquiring their knowledge, skills and understanding across all the areas of learning in the Nursery and Reception classes. In the Nursery, overall satisfactory teaching and consistent expectations of behaviour establish the children's understanding of school routines so that they can benefit from the very good teaching in the Reception class. In general, the planning in the Nursery reflects the curriculum guidance for the Foundation Stage. All the areas of learning are developed satisfactorily, but in the planning there is a lack of clear direction as to the deployment of staff and how the needs of individual children are to be developed systematically. An overall weekly objective is identified and all the activities in the classroom are linked to this, but the learning outcomes for each activity in the different areas of the room such as the home corner and the sand and water areas as they relate to this are not made explicit. In the Reception class the planning is very good and staff have clear focus activities in each session linked to assessment procedures. Consequently, individual children make very good progress.

Personal, social and emotional development

65. The good progress the children make reflects the good quality of teaching and the importance the school attaches to this area of the curriculum. The teacher and the classroom assistant in the Nursery work successfully together to establish a calm and caring atmosphere where children feel safe and secure and concentrate on learning. The emphasis in the Nursery, particularly, early on in the year, is on establishing this ethos so children generally leave their carers cheerfully. The routines of the sessions are consistent starting with a general activity session followed by a snack, playtime and whole class session with story and singing. They are brought into the class by their carers and settle into an activity of their choice. The children make good progress in developing good relationships with each other and the adults. They are co-operative, helpful and polite. They develop the ability to listen and respond to instructions. For example, when using the hall for physical education they stop and start when told, they try hard to do the activities and follow the rules explicitly.
66. The secure basis established in the Nursery is effectively developed in the Reception class where the children benefit from the well established routines and structures such as registration period and the use by the teacher of the national strategies for literacy and numeracy as the basis for planning. A good example of the planned development of children's personal skills is the inclusion of the Reception children in the daily whole school assembly. Consequently, children become more independent in their working such as when working unsupervised when painting. In these activities, they develop a clear awareness of each other and take turns to share equipment. The good relationships enable the children to explore and experiment with confidence and take full advantage of the good range of experiences available.

Communication, language and literacy

67. Teaching is good overall and very good in the Reception class. In the nursery the teaching is satisfactory. Appropriate activities are provided for the children to develop the basic understanding of language and literacy so that when they move to the Reception class the majority of children understand that print carries meaning and are beginning to hear and respond to simple counting songs and rhymes. Most children can position a book correctly and gain some understanding of the story from the pictures. Their listening skills develop well, but their ability to express themselves is less well developed. The teacher and classroom assistant work with groups, but there is no structured approach to teaching specific tasks or groups of children with a linked procedure for assessing individual children's achievements. The result is a lack of focus to the teaching and subsequent planning for developing the skills and understanding of individual children. In the Reception class the teaching is very good with a much greater priority upon planning for individual children. This ensures that both teaching and support staff have a clear focus within the lessons. The National Literacy strategy is used as the basis for planning, but is appropriately varied to take into account the age of the children. For example, in the whole class session the teacher varies the questioning that involves all the children and the pupils in Year 1. The lengths of the elements of the lesson are shortened to account for the limited concentration span of the children so the lessons have a good pace. Consequently, the children's behaviour and concentration are very good. In the group activities the teacher has a specific focus group with the classroom support staff deployed effectively to work with a second group. The assistant is given a briefing sheet with key questions and teaching points, frequently referring to specific children. These are evaluated immediately after the session and used by the teacher to plan subsequent sessions. Children systematically build up skills, for instance in learning letters and their sounds over time. The children enjoy looking at books and handle them with care. By the end of the Foundation Stage the majority of children can retell a familiar story from pictures with higher attaining pupils able to recognise the names of characters and familiar words in the first reading books.

Mathematical development

68. Mathematics is taught satisfactorily in the Nursery. The teacher provides appropriate first-hand games and activities such as simple sorting and matching games to develop early number skills which harness the children's interest and increase their efforts to succeed. The youngest children are able to finger point to objects as they start to learn to count. The higher attaining pupils in the Nursery can count up to five and match the number of objects to a written number, but the majority have not developed a secure understanding of number order. However, they try hard to join in with number rhymes and jingles in the whole class sessions at the end of the morning such as "Five Currant Buns in the Baker's Shop". Teaching in the Reception class is very good. Pupils in Reception count backwards and forwards to 10 and use their knowledge well when solving simple problems.

Knowledge and Understanding of the world

69. A limited amount of direct teaching in this area was seen in the nursery, during the inspection, but evidence from planning and the limited activities seen indicates that the teaching is satisfactory. Teaching observed in the Reception class was very good. In the Nursery children begin to develop their skills of exploration and investigation through activities such as sand and water. For example, the children are provided with a range of objects in the water and they are encouraged to find out by investigation which ones float and which sink. However, although the children enjoy the activity and make some gains in their understanding such as the words 'floating' and 'sinking', the learning intention of the activity as it relates to the overall week's objective is not detailed in the planning. Consequently, the range of objects is insufficiently varied and the organisation of the staffing does not allow for each child to have a clearly planned opportunity to experiment in a structured way. This limits the impact of the activity upon the class as a whole. In the reception class the pupils have developed a good understanding of the properties of materials; they know that some materials are waterproof and are beginning to understand the principles of fair testing in a science lesson using materials to make a waterproof coat for a teddy bear.

Physical development

70. Teaching in this area is good in Nursery and very good in the Reception class and the children make good progress in developing their physical skills. The teachers' effective use of the school hall for formal physical education lessons enables the children to enjoy a large space and to develop their awareness of each other, space and movement very well. Good management strategies ensure that lessons run smoothly, have a good pace and children concentrate on their tasks. Clear routines are established so the children get organised quickly and understand what is expected of them. The youngest children are attentive and try hard. Suitable activities encourage children to hop, run and jump with increasing confidence and control. Sensitive support by the class teacher and the support assistant encourages the less confident to join in and give help to those who are not so clear as to what to do. Outside play activities, although not seen during the inspection, have a high priority in the school and are seen as being an important part of the curriculum. Careful planning in the mixed Reception/Year 1 class ensures that all children in the Foundation Stage have appropriate opportunities to enjoy these sessions and reflects the very good awareness and the teaching of young children in this class. The development of skills in handling tools is promoted well in both classes through activities such as working with play dough that involve shaping, cutting, joining and pasting. The children handle construction toys and equipment confidently and purposefully to realise their own ideas.

Creative development

71. During the inspection little direct teaching of this area was seen. However, what was observed, including the planning, indicates that teaching is satisfactory in the Nursery. Children are encouraged to use paint and brushes to create their own pictures. The children's skills develop satisfactorily. In the Nursery, the children are taught to hold a brush correctly and they demonstrate good fine control to carefully drip different coloured paint on the paper to create a colourful and bright pattern. In the Reception class the activities are more tightly linked to the overall lesson theme. For example, in a literacy lesson one of the activities for some of the children was to paint a picture of a monster. The activity was linked to the text that had been read as the whole class text and developed the children's ability to relate their own ideas that the story had generated. The children are able to use the paint and brushes to illustrate these ideas. They use specific colours for different characters or objects in the painting and specific techniques such as drips of colour for specific features of the characters. In both the Nursery and Reception class there are satisfactory opportunities for children to use simple props and settings such as the Home Corner or the shop to take part in simple role-play activities.

ENGLISH

72. In the 2000 National Curriculum tests at the end of the Key Stage 1, the school's results in reading and writing were very low in comparison to the national average in reading and well below the national average in writing. The percentage of pupils achieving the higher level 3 was well below average in reading and below average in writing. When compared to similar schools, pupils' performance was very low in comparison with the national average in reading and well below average in writing. When compared to the school's performance from 1996 to 1999, these results maintain the trend of being below the national average. However, the variation in the school's results over time reflect the proportion of pupils with special education needs in the different groups. Inspection evidence for the current Year 2 class is generally in accord with this picture. Over one third of the class are on the register of special education needs. Although evidence indicates that standards in reading are rising with pupils in the current Year 2 class working at levels close to the national average, standards in speaking and listening and writing are still below the national average. In relation to their prior attainment, progress is satisfactory. The rate of progress is similar for all pupils, irrespective of ability or gender.
73. In the 2000 National Curriculum tests for pupils at the end of Key Stage 2, results were close to the national average. The proportion of pupils achieving the higher level 5 was also close to the national average. The results were well above average when compared to similar schools. This was a significant improvement compared to the results achieved from 1996 to 1999 when, although the trend in English was rising, the results have consistently been well below national averages. As in Key Stage 1, results are closely linked to the proportion of pupils with special educational needs and in the 2000 class 24 per cent of pupils were on the register of special

educational needs at Stage 2 or above. In the current Year 6, fourteen per cent of pupils are on the register of special educational needs and inspection evidence indicates that standards are rising, as they were at the time of the last inspection. In reading they are close to the national average, although they are still below national average in speaking and listening and writing. However, in relation to their prior attainment, pupils make satisfactory progress but in writing it is inconsistent as the pupils move through the school. There is a significant difference in the attainment of boys and girls with girls attaining higher levels in both reading and writing.

74. By the end of both key stages a significant proportion of pupils do not attain levels expected for their age in speaking and listening. However, in relation to their prior attainment from when they begin National Curriculum work, they make satisfactory progress. The youngest pupils in Key Stage 1 are very reticent and tend to respond only to questions. Few pupils express their own ideas unprompted and teachers have to regularly remind pupils to listen to them and the other pupils. By the end of Key Stage 2, most pupils listen attentively and take turns to contribute to discussions, for example, they shared their ideas about their work in art and design in the Year 5/6 class willingly. They reply appropriately to teachers' questions and have acquired a sufficient subject vocabulary to express their thoughts and ideas in most subjects, but their wider expressive vocabulary is more limited. Pupils gain confidence in speaking to a larger audience when describing their work in closing discussion sessions in literacy lessons, but with the exception of a small proportion of higher attaining pupils, many of the oldest pupils give short explanations and do not expand sufficiently upon their ideas and answers.
75. In reading, pupils in Key Stage 1 build well upon the skills, knowledge and understanding gained in the reception class so that by the end of the key stage, overall standards are close to those expected for their age. Pupils in Year 1 develop an interest in books and begin to recognise familiar words. They develop a good understanding of simple texts and of basic phonics to work out unfamiliar words and stories. By the end of Key Stage 1, pupils express an interest and enjoyment in books and reading. The majority of pupils can explain the plot of their book, have acquired a satisfactory sight vocabulary, and read accurately, but without expression. Pupils are aware of their mistakes and self-correct themselves. They make effective use of their knowledge of letter sounds, pictures and prediction to make sense of new or unfamiliar stories or words. Higher attaining pupils talk about the book and respond to the characters and the plot. They have a good knowledge of the alphabet, read fluently and are developing expression in their reading. Pupils with special educational needs make satisfactory progress in developing a basic understanding of letter sounds and how to use phonic skills to read simple words and books.
76. By the age of eleven, pupils' standards in reading are close to the national average. They develop a range of strategies to decipher meaning from print and most break down words into syllables and use contextual clues effectively. Pupils enjoy reading and can recount the significant ideas, events and characters in stories. By the end of Key Stage 2, pupils read short texts and talk about the characters confidently. Lower attaining pupils read hesitantly, following the text with their fingers and have not developed the ability to read with expression. However, they have a sound sight vocabulary and have a good range of strategies to use the illustrations and their phonic skills to work out unfamiliar words. Higher attaining pupils read good quality fiction of a more adult nature with fluency, expression and understanding. They cope well with the more complex narrative structures of these stories. Out of school they read a range of literature including magazines and children's novels. Pupils' knowledge of well-known authors is satisfactory, but they make limited use of the school or town library to find books on specific topics. However, when given the opportunity in lessons, they can use their research skills to locate precise information from textbooks and CD-ROMs.
77. By the end of Key Stage 1, pupils' overall attainment in writing is below that expected for pupils of their age. The content of the writing is frequently satisfactory, but pupils' knowledge and understanding of grammar and punctuation are less secure. In their writing the majority of pupils use sentences to extend their ideas in a logical sequence of events, can write in a range of different formats and can write for different purposes such as retelling traditional tales, imaginative narrative prose, dialogue and poetry. They develop an understanding of how to use full stops and capital letters to denote sentences, but too many pupils are not using them or more complex forms of punctuation with any consistency or security. Pupils spell simple common words correctly and the majority of cases, errors are phonetically logical, but the quality of presentation is variable across the class and there are frequent careless errors. Their writing is printed and by the end of Key Stage 1 few pupils are beginning to develop a cursive style. Higher attaining pupils use adjectives and other writing devices to add interest to their stories and there is a clear sense

of narrative in their stories and they use a satisfactory range of vocabulary, but their use of punctuation and spelling is insufficiently developed with frequent mistakes in both.

78. The level of pupils' attainment in writing by the end of Key Stage 2 is below the average with few pupils achieving at the higher levels. There is distinct variation across the classes and year groups in the key stage in the quality of their writing and presentation which not only reflects the variation in the cohorts, but also the teachers' expectations of the basic skills of presentation. Consequently, pupils' progress is uneven as they move through the key stage. Currently, the majority of the oldest pupils write in a joined up style, but letter formation is uneven and inconsistent in style and shape. The use of capital letters and full stops to denote sentences and for proper nouns is inconsistent. Few use a range of punctuation including commas, exclamation and speech marks correctly within their work. Most common words are spelt correctly, but there are frequent errors that, although they are phonetically logical, are uncorrected. The pupils can write for a variety of purposes and vary the style to match the audience, but higher attaining pupils writing is comparatively lively and thoughtful. They develop their ideas well, use adventurous vocabulary to add life and vitality and in some cases, humour is well used to illustrate a point. A range of writing conventions and devices are used to write for a range of purposes.
79. The quality of teaching, including the evidence from the scrutiny of work, is satisfactory. In the lessons seen during the inspection across the school sixty per cent were good with the remaining forty per cent being satisfactory. Across the school there are particular strengths in the management of pupils, the whole class elements of the lessons and the use of classroom support staff. There is a consistent, whole school approach to the planning so the four elements of the National Literacy Strategy are taught in all lessons. Teachers have consistently secure subject knowledge of the subject generally and how to use the format of the National Literacy strategy to teach pupils the basic skills of phonics and word structure. This feature of the teaching has improved since the last inspection and consequently, the week's activities are planned against a background of appropriate weekly objectives drawn from the strategy document. The activities teachers use in the whole class elements of the lessons to develop these basic skills are consistently good. This is reflected in the improving standards of reading throughout the school.
80. In all lessons teachers have consistently high expectations of pupil behaviour and attentiveness. This is effectively reinforced in most classes so that pupils' concentration and behaviour are good. In the better lessons these high expectations of performance extend to the whole class elements of the lessons. In these sessions, teachers use open-ended questions effectively to revisit previous work in the week, to encourage pupils to use what has been learnt and to challenge them well. The second major feature of the best lessons is the effective planning of the group and independent tasks. This ensures that the objectives for the week which are taken from the medium term planning and the National Literacy Strategy are translated into a clear implication of the learning intentions for pupils of different ages and abilities. Consequently, the activities are well matched to the needs of pupils, including those with special educational needs where references are made to their individual education plans (IEPs), so that their individual skills and understanding develop well. Although a minority of teachers do this effectively, in most classes this not the case. In the majority of plans it is not clear what teachers intend the pupils to learn in each part of the lesson and how they intend to assess pupils' learning. In these lessons, although the whole class sections of the lessons are effective, the result is a lack of focus to the group work elements of the lessons. The activities, particularly for those groups working unsupported by the teacher or classroom assistants, do not consistently develop pupils' skills, knowledge and understanding at an appropriate level and, as at the time of the last inspection, there are insufficient references to the IEPs for pupils with special educational needs. However, classroom support staff are used effectively to support groups of pupils with clear instructions that explain to them the work they need to do with each pupil. This clarity in their role enables them to give clear and constructive support to the pupils and they have a positive impact upon the pace of learning for these pupils. Support staff are well used to hear pupils read, but in most classes their role is less clear in the whole class elements of the lesson being mainly reactive, aimed at managing specific pupils' behaviour. Consequently, their effectiveness depends more upon their own awareness and knowledge of the pupils rather than having a planned supporting role. The classroom support staff take an active part in the day-to-day assessment of pupils by completing the record sheets provided for them and this reflects the emphasis placed by staff upon giving positive feedback to pupils. Marking is good: it is evaluative, draws pupils' attention to what they need to do to improve and is used to set individual targets, but expectations of presentation and work quality in lessons are not made sufficiently explicit, particularly for those pupils working independently. This has an impact upon the standards of writing, spelling and punctuation so the

quality of pupils' written work is variable from class to class and on different days for the same pupil. Homework is used satisfactorily to develop pupils' reading and spelling

81. Since the last inspection the previous co-ordinator and the senior management team co-ordinator have given a very positive lead and direction to the development of the subject. There is now a range of policies that give written guidance on different aspects of the subject such as writing. The National Literacy Strategy has been introduced as the basis for the curriculum so it meets statutory requirements in terms of balance and relevance, but there are insufficient planned opportunities in lessons to develop pupils' speaking and listening skills through drama and role-play. This main focus has been well supported by introducing other initiatives such as Reading Recovery, Better Reading Partnership and the Additional Literacy Support programmes. These initiatives have effectively contributed to the improving standards, particularly in reading. The present co-ordinator has been in post a short period, but in that time has undertaken some classroom observations. Although these observations are general and insufficiently focussed and evaluative, she has formed a clear understanding of the next steps to develop the subject further. Assessment procedures for assessing standards of reading and writing are now good and used to set whole school and individual pupil targets. This aspect of the provision has improved significantly since the last inspection, but there is no whole school approach to assessing pupils' progress in speaking and listening; or to raising standards in this strand of the National Curriculum Programmes of Study. The governors are fully involved and have approved a good subject action plan that provides clear guidance on the future developments such as the current focus on developing pupils' writing along with the resource and staff development implications.
82. Pupils have adequate opportunities to use their literacy skills in other subjects such as history and science, but the use of other subjects as the source for the texts for literacy is under-developed. The range of opportunities to write in a wide variety of styles outside of the literacy lessons is limited and there is insufficient emphasis placed upon maintaining standards of writing and presentation. Although information technology is used by some teachers in lessons, it is not yet an integral part of the literacy lessons as a teaching and presentational tool. Resources, particularly those for the teaching of literacy, have been enhanced and the library provides an attractive and well-organised resource for independent research. During the inspection the oldest pupils used this facility to find examples of biographies. The school provides good accommodation with adequate space for teaching small groups and individuals, but displays in classroom and around the school are not used sufficiently to celebrate pupils' written work.

MATHEMATICS

83. In the 2000 national tests for seven year-olds, pupils' attainment was very low in comparison with the national average and in comparison with all schools. The percentage gaining the higher level was very low both in comparison with the national average and similar schools.
84. Pupils' attainment in the national tests for eleven year-olds was well below the national average in comparison with all schools. The percentage gaining the higher level was below average. These results were close to the average in schools with a similar intake of pupils. Trends in the average results show a steady rise, although pupils are still below the national average.
85. The inspection findings broadly confirm the national test results. Seven year-olds still work with numbers below 100, and many below 50. The more able add tens to tens and units, and rarely measure beyond 10 centimetres. There are no pupils working above the level expected for their age, and a significant number below that level. Eleven year-olds try, with different degrees of success, to work with equivalence of fractions, percentages and decimals, taking fractions to thousandths. However, their work overall is well below what is expected for their age. Boys are still not performing as well as girls.
86. Pupils' level of work is consistently well below expectations as they pass through the school. However, this matches the level of attainment on entry to the school. It demonstrates that the school has taken pupils from where they were and enabled them to progress satisfactorily overall. Pupils with special educational needs have also progressed satisfactorily.
87. Standards in pupils' attitudes and behaviour are satisfactory. In lessons where teaching is unsatisfactory pupils tend either to be slow to answer questions or to lack self control by calling

out. They lose concentration when the lesson becomes dull. A few pupils exhibit challenging behaviour but this is usually managed well. In good or better lessons, pupils co-operate well in group work because they are well organised and given very good support by classroom assistants. Pupils with behavioural difficulties rarely display them because the rest of the class influences them by their sensible attitudes. Pupils' presentation of work in their books is mostly satisfactory

88. The quality of teaching is unsatisfactory. A third is good or excellent but half is unsatisfactory. Where teaching is good or better, teachers plan well-structured lessons. A lively introduction contains a variety of stimulating ways to learn sequences of numbers, for example, including games and songs which interest pupils and encourage them to learn. Teachers often choose pupils to answer questions who they know need either stretching or support. In oral sessions these teachers manage any calling out well so that the progress of the lesson is not interrupted. They establish routines so that even very young pupils are self-disciplined, talking quietly during group work and moving calmly from activity to activity. They often ask pupils questions which make pupils think, either because there is more than one possible answer or because they are required to predict. Lessons conclude with sessions which are long enough to consolidate learning. More importantly they demonstrate that pupils' level of attainment can be raised by the quality of teaching. Where teaching is unsatisfactory, teachers do not plan adequately so that work has to be found at the last minute to cater for pupils who finish their work quickly. The activity section of lessons is too short for pupils to make use of what they have learnt during a long, unstimulating introduction, and the concluding session is too short to reinforce what the pupils have been learning. Teachers waste time giving out resources and repeatedly stopping calling out. Most teachers mark pupils' work well and make careful assessments of how well they are achieving.
89. The school is beginning to carry out the national strategy for teaching numeracy. Where teachers are beginning to have the confidence to use it in a way which is suitable for their pupils, they are more able to meet their needs in lessons. However, the school's system for delivering the curriculum does not meet pupils' needs, especially where two year-groups are in one class. In these classes all pupils are working at the same level despite having a difference in age of nearly two years. Moreover, the range of ability is still greater. This means both that pupils with higher ability are not being stretched, and that pupils with low ability or special educational needs are struggling to succeed. There are not enough opportunities for pupils to investigate and use their knowledge and understanding. Where they do, as when they try to produce magic squares, they apply themselves well to their tasks. The school has good systems for assessing pupils' progress, and meticulously tracks how well they are doing. It makes satisfactory use of what it learns from assessment. The school supports pupils with special educational needs very well.
90. Leadership in mathematics is weak. Although teachers have been well monitored through direct observation, the specific areas which need improvement have not been adequately identified. Moreover, feedback to teachers has not been followed up. An appropriate co-ordinator's file was only begun very recently, although priorities have been placed in the school development plan. No action has been taken to develop the use of computers, although the school's resources are good, as are those specifically for mathematics. Pupils receive adequate homework and the school makes continuous efforts to generate parental involvement, in order to raise their expectations of their own children. The school is also trying to enable pupils to raise their expectations of themselves in mathematics.
91. Standards of attainment have declined since the previous inspection, but are beginning to rise a little. This decline is associated with a decline in the quality of teaching which previously had always been at least satisfactory, and was good in two thirds of lessons. Marking of pupils' work has improved so that it is consistently good, and shows satisfactory expectations of presentation.

SCIENCE

92. In the 2000 National Curriculum tests, the performance of pupils at the end of Key Stage 2 was well below the national average and when compared with similar schools. The percentage of pupils achieving level 4 or above was below average when compared with the national average and close to the average when compared with similar schools. The percentage of pupils achieving level 5 was well below the national average and below average when compared with similar schools. In

Key Stage 1 the percentage of pupils achieving Level 2 or above in teacher assessments has risen although the average results indicate that achievement remains well below national averages and when compared with similar schools. The inspection evidence reflects these results, particularly the improvement in attainment in Key Stage 2; however there are far too few pupils reaching the higher levels of attainment in all aspects of the subject. Since the last inspection standards have improved in Key Stage 2 and have been maintained in Key Stage 1.

93. By the age of seven pupils can use simple classification systems on plants and animals, and can describe the parts of a plant. They consider and can describe the key changes that take place from a seed to plant and fruit. They know which insects and other creatures live in their environment and why plants and animals are found in certain places. Pupils understand that fruit and vegetables are good things to eat but have yet to develop an appropriate understanding of the types of food that make a healthy diet. Several pupils can talk about fair testing and are developing their understanding of the properties of materials. However, many pupils find difficulty in using scientific language confidently, and explaining their ideas clearly. Many have limited recording skills, although they can explain their work satisfactorily.
94. Pupils in Year 3 have opportunities to carry out fair testing and set their own questions when studying soil. They develop their understanding of the properties of materials and the appropriateness of these for different purposes. They are beginning to understand that magnets are forces. In Year 4 pupils have a good knowledge of the skeleton and several understand how to make an electric circuit. Year 5 and 6 pupils have an understanding of what constitutes a healthy diet. They continue to develop their knowledge of physical processes in their studies of light and forces. By the end of Key Stage 2 the above average pupils have a broad range of knowledge and understanding across the subject but do not have the confidence to apply their knowledge to new situations. Analysis of pupils' past work indicates that a significant number of pupils have difficulty in recording their work. Taking account of attainment on intake, the overall progress of pupils is satisfactory overall although progress made in the development of the skills of scientific enquiry is slower. Many pupils have difficulties in recording their work and this impacts on their overall achievements. The progress of the low attaining pupils and those with special educational needs is similar in terms of the acquisition of knowledge and understanding although they do not have work sufficiently well matched to their needs. Pupils have opportunities to practise their writing skills in science with every opportunity given for them to record their investigations in a variety of ways. They are also encouraged to record their findings in data form such as when recording the changes in the rate of heartbeats following a range of activities and exercises.
95. Teaching observed during the inspection was satisfactory overall. The range of teaching varies from very good to unsatisfactory with very good teaching in Reception/Year 1. In the majority of lessons, teachers have good management skills and positive relationships with the pupils. They plan their lessons satisfactorily with clear learning objectives and use an appropriate range of teaching methods. However, teachers' planning does not indicate how the work is matched to the range of abilities within the class, with all pupils usually carrying out the same tasks. In the unsatisfactory lesson observed, the task presented was inappropriate in that it was not clearly presented, with reasons for the activity being unclear and the resources used not well matched to the age range of the pupils. As a result the pupils lost interest and became restless with some misbehaviour. Teachers assess the pupils' work satisfactorily; pupils' work is marked regularly with some effective marking clearly indicating what needs to be done to improve. The quality of assessment represents an improvement since the last inspection. In most lessons, resources are prepared and used well although there is insufficient use of information technology for recording, measuring or researching information.
96. In most lessons the pupils respond well to science. They are interested and enthusiastic and settle to the tasks given, quickly and well. In all classes there is a good level of co-operation amongst pupils. In the unsatisfactory lesson the pupils became inattentive and lost interest largely due to the lack of pace in the lesson and the inappropriate task.
97. The science co-ordinator manages the subject well and has improved her own subject knowledge through attending a range of Inset courses. The school recently benefited from support in developing the subject through links with a business concern which has helped to improve teachers' subject knowledge and skills and raise the profile of the subject within school. She has developed the school's scheme of work to take account of the new national initiatives and has carried out some monitoring of teaching and learning. She monitors the provision by monitoring teachers' medium-term planning. She has also evaluated the results of National Curriculum tests

and has recognised the need to develop the teachers' knowledge of scientific enquiry. Resources are of good quality and very well organised.

ART

98. It was possible to observe only a limited number of art lessons during the inspection. Judgements are based on those lessons and on the scrutiny of work on display, teachers' planning and discussion with the co-ordinator.
99. In the last inspection, attainment in art throughout the school was judged to be below expectations at the end of both key stages. Although standards have improved overall in terms of the range of experiences that are provided for in the school's curriculum, the subject does not enjoy a high enough profile as in practice there are too few opportunities for pupils in all classes to benefit from practising their skills.
100. By the end of Key Stage 1, pupils are beginning to develop skills in observational drawing and use these to illustrate their work about the environment satisfactorily. Younger pupils make satisfactory use of pastel colour in their pictures of fruit and vegetables. They mix paints to match shades achieving an appropriate consistency and neat application. Good use is made of literature as a starting point for their imaginative pictures to illustrate parts of the story. They use a range of materials to make collage pictures. However, there was little evidence of three-dimensional work.
101. In Key Stage 2, pupils carry out an appropriate range of work to build on the skills and techniques using a wide range of media. Pupils make effective use of colour early in the key stage. They continue to use the environment to develop their techniques in observational drawing, collage pictures and paintings. There is increasing use of computer generated pictures using programs such as "Colour magic". Pupils in Year 4, working with a visiting artist produce a range of work based on the area around the school. They use papier mache to good effect to develop their understanding of form and shape, when constructing a three-dimensional tree, which is to provide the base for their clay models. They develop their techniques well when using fabric crayons to draw a picture of the school which they transfer to textiles and base their collage work on the work of the artists Tony Cragg and Henri Matisse. Apart from this lesson however, most of the work seen throughout the school is either drawing, painting, printing or collage with little evidence of three-dimensional work. It is also impossible to give a judgement regarding pupils' skills in evaluation of their own and others' work.
102. The quality of pupils' work indicates that the quality of learning is at least sound and often good. Pupils of all ages show care in what they produce, and they approach art with enthusiasm. They show good levels of concentration and sense of commitment in their work, particularly those working with the visiting artist as part of the education action zone support. In the few lessons it was possible to observe, the pupils put thought and effort into their work making improvements when they were not satisfied with the end product. In the lessons seen they behave well and handle tools and materials appropriately and with care.
103. Pupils with special educational needs make progress at the same rate as their peers.
104. Although it was possible to observe only a few lessons, the teaching seen was satisfactory overall. The contribution made by the visiting artist was very good. Teachers' planning follows the recommendations of the Qualifications and Curriculum Authority (QCA) guidelines.
105. The subject co-ordinator provides satisfactory leadership. She has not monitored teaching and learning but she monitors the teachers' planning. She has identified the need to develop three-dimensional work as a priority. The scheme of work follows the suggestions of the QCA alongside the school's scheme of work which is due to be reviewed in Spring. Assessment is carried out at the end of each unit and a record maintained of coverage. Art and design and technology are taught alternately in blocks to allow sufficient time for pupils to develop their skills. Resources are adequate and are easily accessible to both teachers and pupils.

DESIGN AND TECHNOLOGY

106. During the week of the inspection design and technology lessons were observed only in Year 3 and 5/6. Judgements are based on those lessons, the examination of photographs of pupils' previous work, teachers' planning and discussion with the co-ordinator. From this evidence, indications are that standards at the end of both key stages are in line with national expectations in terms of "planning" and "making" whilst they are below average in evaluating what pupils have made.
107. In Key Stage 1 pupils have opportunities to work with a good range of materials. For example, Year 1/2 pupils make vehicles from reclaimed materials and fitted with wheels and axles. Their models show good levels of individuality and the task is well linked to the pupils' work in geography. They also use their knowledge of electric light circuits to make their models light up when making a range of artefacts for characters such as "a skateboard light for Bart Simpson" or a torch for "Tiggy's tail".
108. Pupils in Year 3 learn why it is important for structures to be stable, in preparation for designing a photograph frame. Pupils in Years 5 and 6 use a range of fabrics and other materials to make slippers. The pupils have a good understanding of the process of making them but they lack the skills of evaluation using criteria such as form, function and construction.
109. The quality of the teaching in the two lessons seen was satisfactory. In both lessons the teachers managed the class well and used question and discussions well both to assess what the pupils know and to further develop their understanding.
110. The co-ordinator has only recently been appointed and as yet has not had sufficient time to make any impact on development of the subject. The school currently uses the recommendations of the QCA guidelines which ensures that pupils progressively develop skills and knowledge of using materials and tools. The school has recognised the need to develop this subject further. The range and quality of resources are satisfactory.
111. The school has maintained the standards of the last inspection in Key Stage 1 and overall standards in Key Stage 2 have improved.

GEOGRAPHY AND HISTORY

112. By the end of Key Stage 1, standards in geography and history, as at the time of the last inspection, are as expected for pupils' age. As they move through the school, pupils, including those with special needs, gain sound knowledge and understanding of the two subjects. They develop subject skills such as basic research and observation satisfactorily.
113. In Key Stage 1, pupils gain a sense of chronology and can put specific events on a time line. They learn about important events in history such as the Great Fire of London and learn about some of the main contributory factors such as the closeness of buildings. They learn about the lives of some famous people such Florence Nightingale and how they affected the present day. Through, for example a visit to Saltburn looking at the buildings, they develop their ability to compare how places and peoples' lives change over time. The oldest pupils in Key Stage 1 learn about the effect that major events in modern history, such as the World Wars of 1914-18 and 1939-45, affected their own community. In geography, pupils develop a secure knowledge of countries in the United Kingdom and around the world and that different types of transport are needed to get to these countries. They learn how to compare different locations and begin to develop their mapping skills to locate specific buildings and key features on a simple map of Saltburn.
114. As pupils move through Key Stage 2 they build on these basic skills in both history and geography so that by the end of the key stage they have acquired the subjects' skills satisfactorily. In history, pupils develop an understanding of different periods, events and important people in the history of the United Kingdom and in the ancient world such as the Egyptians. For example, through a topic on the Romans they learn about the reasons for their invasion of Britain and what they brought to Britain such as good roads. Through a topic on the Tudors they learn about Henry VIII and his six wives. Pupils develop the ability to look at sources

of evidence such as school log books and census documents for Skinningrove to come to an understanding of how life has changed in their local area for the people who have lived there in relatively recent times. In geography, pupils build on the knowledge they acquired in the infants about settlements to develop a broader understanding of how the physical landscape, such as rivers and mountain affects where settlements are placed. Pupils learn about the water cycle and how water is used. They learn about the impact that human activity has upon the environment, such as building dams to store water, and develop their understanding of the conflicting interests that are involved in developments such as traffic control measures.

115. A limited number of lessons were seen during the inspection in both history and geography, but from the scrutiny of work and the observed lessons the quality of the teaching overall is satisfactory. Only one lesson was seen in Key Stage 1 and this was a good history lesson. In Key Stage 2, four lessons were seen, three were satisfactory and one good. The strengths in the lessons seen during the inspection are the management of pupils and the opportunities provided for pupils to learn from basic research and investigation. Teachers have secure subject knowledge and use this to plan lessons that are well matched to the medium term topic objectives. They have a good understanding of how history and geography can be used to reinforce and develop pupils' literacy skills and to develop pupils' social skills. Consequently, this interactive approach to teaching provides many opportunities for pupils to use their research skills with text books and computer-held information. For example, in a lesson in Year 4 the teacher provided a wide range of books for the pupils to find out information about the Vikings on specific topics that they had identified as areas they wanted to know about.
116. Resources provided are good and well matched to the topics and objectives. For example, pupils in history lesson in Year 3 looking at life in Ancient Egypt were given a range of replicas of Egyptian jewellery to look at and draw. In this lesson the teacher asked probing, open-ended questions that involved the pupils in the discussion about the sort of people who may have owned the items. Although the pupils have a limited vocabulary they became engaged and interested in the activity. The interest and enthusiasm of the pupils are a feature of the lessons. Consequently, they behave well and share equipment and ideas effectively, although they have a limited concentration span, particularly in the younger classes. The behaviour of pupils is supported by the consistent expectations of teachers who make it clear to pupils what is expected of them. Lessons generally have an appropriate pace, but closing sessions are not always used effectively to evaluate what the pupils have learned.
117. The co-ordinators for both subjects have been in post for a relatively short time and have had little chance to fully develop their roles. However, certain tasks have been accomplished, for example, the geography co-ordinator has written the subject policy and is reviewing and monitoring the planning of the subject to ensure continuity in the development of pupils' skills. Since the last inspection the curriculum for both subjects has been reviewed in line with the Qualifications and Curriculum Authority documentation and now meets statutory requirements. The curriculum, particularly in history, makes a good contribution to pupils' social and cultural development. Lessons contribute effectively to the development of pupils' literacy skills through research, opportunities to write accounts and letters; and to their numeracy skills through the use of timelines. However, the quality of pupils' written work and presentation, particularly that of the oldest pupils is below that expected for pupils of the age with insufficient attention being paid to handwriting, spelling and general presentational conventions. Information technology is beginning to be used as method for research, but it is under-used as a presentational tool. Resources in school are satisfactory, and are supplemented well with the use of the local library service and the local area.

INFORMATION TECHNOLOGY

118. The previous inspection report stated that standards in information technology were in line with those expected at the end of both key stages. The judgement of this inspection is that standards are below those expected for the age of the pupils at the end of both key stages. However, since the last inspection significant improvements have been made to the planning and resources in computer hardware and software available to teach the subject. The school is making very good use of the local authority specialist advisory teacher to conduct training for staff and the curriculum has been planned so that it is linked to this development of teachers' skills. These

initiatives are helping to raise standards throughout the school. ICT is an on-going priority for further development and there are clear targets within the school development plan.

119. In the strands of the programmes of study where this has happened, for example, in control technology standards of attainment are in line with national expectations at the end of both key stages and the pupils make satisfactory progress. In addition, by the end of Key Stage 2, attainment in the basic elements of communication, such as word processing, is in line with national expectations and pupils have developed skills in research through CD-ROMs. Standards in the wider aspects of communication, data handling and modelling are below national expectations.
120. In Key Stage 1, pupils develop their knowledge of how to use the computer keyboard satisfactorily. By the age of seven they can use the space bar, delete key and the shift keys to write capital letters. The majority of pupils are able to switch on and access specific programs. They know that a computer responds to instructions and can use the keyboard and mouse to control the functions and operation of the machines and the programs. They can enter text, can change the text format and correct mistakes. Lower attaining pupils need help to work on the computers, but higher attaining pupils are independent and need little help to perform basic word processing activities. In the Reception/ Year 1 class ICT activities are used appropriately as one of the activities available to develop pupils' literacy skills, such as learning to write their name, but across Key Stage 1 insufficient opportunities are provided for pupils to practise and extend their skills.
121. In Key Stage 2, pupils develop their skills satisfactorily. In Year 3 pupils can use 'Colourmagic' to create simple pictures by using the mouse to select specific drawing tools from the tool bar, to draw simple shapes and to fill them with a chosen colour. In Year 4 this is developed further so that the pictures created have a distinct purpose and combine characters from the clipart bank. The pupils can change the shape, size, colour and format of text effectively. Pupils' skills continue to develop so that in the upper years of the juniors pupils are familiar with turtle instructions and can input a series of instructions to a control program to draw a specific shape. With some help the higher attaining pupils can use 'Powerpoint' to create a basic animated sequence of events combining pictures and text around a specific theme. Pupils can create a simple spreadsheet and use the data to create graphs illustrating the findings of class surveys into personal features such as eye colour.
122. Due to timetable arrangements only two lessons of information technology teaching were seen during the inspection. However, based on the scrutiny of work as well as the lessons seen in which the teaching was variable, overall, the quality of the teaching of the skills, knowledge and understanding of information technology is satisfactory. Planning is consistent and well developed from the school's scheme of work. Teachers have a secure subject knowledge and use this to introduce lessons with clear and informative demonstrations. The methods used to introduce and teach pupils the intended skills are appropriate, but teachers are not consistently secure on how they can use the limited number of computers in each class to ensure that all pupils have equal access to the opportunities. In the unsatisfactory lesson seen the whole class demonstration and the teaching of the subject specific skills was good and the computer-based activity was well matched to the objectives of the lesson. However, once some pupils were set to work on the computers, the supporting activity did not sufficiently challenge the remaining pupils. Insufficient attention was given to ensuring that those pupils working on the computers did not waste time and completed the task in a set time so the rest of the group could have an opportunity to use the computers. When they are given the opportunity, pupils enjoy working on the computers and do so with great interest and enthusiasm. They share ideas and equipment well and since most of the work is paired activities, the children have learned to take turns. Throughout the school, the cross-curricular links are not made often enough. Some good examples of effective links are evident from lessons and displays, for example in research work in history, and data handling in science. However, the general scrutiny of work and displays indicate that this aspect of teaching does not yet have a high enough profile in the school and it currently makes insufficient contribution to the development of pupils' literacy and numeracy skills
123. The co-ordinator provides good leadership of the subject and with the shared commitment of the whole staff has worked hard to develop teachers' skills. The subject section in the school development plan and the integration of the training programme indicate that there is a clear vision within the school to develop the subject further. The planned curriculum is derived from the Qualification and Curriculum Authority guidelines so it is broad and balanced and meets statutory

requirements. The curriculum is monitored by the co-ordinator through observation of teachers' planning; the use of assessment is beginning to be used as part of the planning process. The opportunities for pupils to work together help the subject to make a good contribution to pupils' social skills.

MUSIC

124. Standards of attainment at the ages of seven and eleven are in line with expectations for pupils of those ages. The standard of singing throughout the school is good, being in tune, rhythmic and having a powerful volume. Pupils sing in two parts with ease. However, their ability to compose and perform rhythmic pieces is underdeveloped, especially at the age of eleven. At the age of seven, pupils respond to the need to sustain certain notes in singing, and identify musical instruments by their proper name. They also maintain a repeated rhythmic pattern against a song. This is because they have been taught very well how to listen. Through excellent teaching, younger pupils have progressed even faster to reach the same standard. Pupils at the age of eleven perform very simple short rhythmic phrases from notation, but are not as advanced as those pupils aged eight or nine. This is due to differences in teachers' expectations. Most pupils show good to excellent attitudes to music. They enjoy the opportunities it provides, which are extended in extra-curricular activities such as recorder playing, singing in a choir, and performing in special events such as the 'Millennium Musical.'
125. The quality of teaching provided by the headteacher is very good and sometimes excellent. A music specialist provides good teaching for Years 5 and 6. Very good and excellent teaching is characterised by a very stimulating but calm delivery which holds pupils as young as five spellbound. Consequently they listen very carefully indeed to hidden sources of sound and accurately identify them. This also enables the teacher to assess pupils' listening abilities. Lessons include a wide variety of experiences for pupils, which reinforce one musical idea. These lessons are fun with action songs which teach pupils to vary their volume and the pitch of the notes they sing. Teachers have strong subject knowledge so that pupils learn to speak easily about music using its proper terms. Good use is made of songs from different cultures.
126. The headteacher provides very good leadership for this subject. Teachers observe her classroom lessons and follow them up, which enables them to develop their own confidence. No follow-up lessons were observed and so no judgement can be made of the teaching in them. Overall standards have been maintained since the previous inspection, although composition is not as advanced. Pupils with special educational needs continue to make satisfactory progress alongside the rest of their class. The school has now adopted a scheme of work which ensures coverage of what is expected for all schools.

PHYSICAL EDUCATION

127. The standard of attainment at the age of seven is in line with national expectations. Only one lesson was seen for pupils at the age of eleven, and this was taken by two visitors. It is therefore not possible to judge attainment at the age of eleven. At the age of seven, pupils move very energetically when it is expected of them, but show that they can also sustain slow controlled movements when rolling, for example. Younger pupils show a similar degree of control in their movement, and stretch themselves as far as they can in warm-ups. These pupils move very expressively to imitate underwater plants, but also develop good sequences of twists and jumps. Behaviour is always satisfactory or better, and the occasional display of poor behaviour by one or two pupils with special needs is well managed.
128. The quality of teaching in classes of five to seven year-olds is good. For the very good lesson during the inspection week, the teacher planned its progression in detail so that the pupils developed long sequences of movements. She demonstrated herself what she expected. Both teachers use good resources to suggest the sound of flames or of the sea. This enables pupils to make gradual changes in their movements in a very controlled way. Teachers make good use of pupils to demonstrate and to encourage constructive criticism. Lessons are very challenging. Teachers need to give more time to discussing, so that pupils think about the quality of their movement
129. The co-ordinator manages the subject well although opportunities to be aware of what is done in classrooms is very limited. Pupils cover the expected areas and learn to develop the skills needed to take part in sport. The school provides pupils with opportunities to participate in games irrespective of their sex. There is a satisfactory range of equipment. Improvements in the quality of teaching since the previous inspection have brought about improvements in standards of attainment and behaviour.

RELIGIOUS EDUCATION

130. Standards of attainment are well below what has been agreed should be expected at both seven and eleven. This judgement is based on lessons, interviews with pupils and a scrutiny of pupils' work. At the age of seven, pupils cannot identify what a Bible is. Only higher ability pupils can recall any facts about Jesus and his teachings, and what happens at baptisms. Pupils do not know why Christmas and Easter are celebrated. They have very little knowledge of other faiths. Pupils have a little knowledge of church furniture and artefacts, but have no understanding of their significance. They have little interest in asking questions.
131. At the age of eleven, pupils cannot state anything about what Christians believe, except that Jesus came back to life. Although their work has covered Hinduism and Judaism, their recall is negligible. They are able to state a number of facts about the religious practices of Islam. They still have very limited knowledge of church furniture and artefacts and have little understanding of symbolism. Pupils neither know what happens in a church, nor how the Bible is arranged or what it is about. They ask very few deep questions about life and have learnt very little from religion.
132. The quality of provision for the subject is unsatisfactory. In spite of an established scheme of work, the pattern of lessons is not establishing the knowledge and understanding pupils need if they are to be interested and able to ask questions. Teachers are consistent in expecting pupils to record their learning either in pictures or in writing, and work is mostly marked well, although expectations of depth in writing are sometimes low. However, this recording happens infrequently. When religious education takes place, three in four lessons are good or better. In these lessons teachers make good use of pupils' own experiences and feelings, such as when they are asked to talk about something that is special. These lessons help pupils to develop their speaking and listening very well, because they want to share what they feel and are interested in what their friends have to say. Classroom assistants provide good support to pupils of low ability or with special needs. Discussions about other faiths take place with reverence for their practices. In the one poor lesson, expectations of pupils are too high for their age, and lessons prepare pupils inadequately for their tasks, pupils' behaviour is also unsatisfactory. In all other lessons pupils exhibit good attitudes and behaviour.

133. The subject makes an unsatisfactory contribution to pupils' spiritual, moral, social and cultural development. Assessment of pupils' progress is inadequate and not enough attention is paid to the standards of pupils' work in their books. Standards of attainment have declined since the previous inspection, although the school now meets statutory requirements by adhering to what is expected.