

# **INSPECTION REPORT**

## **POCKLINGTON JUNIOR SCHOOL**

Pocklington near York

LEA area: East Riding of Yorkshire

Unique reference number: 117863

Head teacher: Mr J Buckles

Reporting inspector: Mrs Julia Bell  
2456

Dates of inspection: 25 – 28 September 2000

Inspection number: 224299

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Junior School
School category:	Community
Age range of pupils:	7 to 11
Gender of pupils:	Mixed
School address:	65 Kirkland Street Pocklington York
Postcode:	YO42 2BX
Telephone number:	01759 302224
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs A Hodgson
Date of previous inspection:	January 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs J Bell (2456)	Registered inspector	Religious education	What sort of school is it?
		History	The school's results and achievements
		Physical education	Teaching
		Special educational needs	Leadership, management and efficiency
Mrs T Bradley (1234)	Lay inspector		Pupils' attitudes, behaviour and personal development
			How well does the school care for its pupils?
			How well does the school work in partnership with parents?
Mrs A Patterson (25802)	Team inspector	Mathematics	How good are the curricular and other opportunities?
		Design and technology	
		Equal opportunities	
Mr J Haves (8070)	Team inspector	Science	
		Information and communication technology	
		Geography	
Mr L Garner (25507)	Team inspector	English	
		Art and design	
		Music	

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The Registrar  
Inspection Quality Division  
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Pocklington Junior school is an average sized junior school and admits pupils from the age of seven to 11. It serves its immediate area in the rural town of Pocklington, south of York and also admits pupils from the surrounding district. The school has 289 pupils on roll, 123 boys and 166 girls. There are 54 pupils on the register of special educational needs with four who have a statement; this matches the national average. The pupils are mainly from white, English speaking families with four from an ethnic minority background all of whom speak English. There are 27 pupils who are eligible for free school meals, 9 per cent of the school population which is well below the national average. The attainment of children entering the Year 3 class is mainly at the standards expected for their age.

### **HOW GOOD THE SCHOOL IS**

This is an effective school with particular strengths in teaching where over half the lessons are good, with some that are very good or excellent. The school is well led and managed by the head teacher, with good support from senior staff and governors. There is a firm commitment to improving standards. This has enabled the school to make substantial improvements. By the age of 11, pupils are attaining the national levels in English and science and above average standards in mathematics. Their attitudes to learning and their personal development are good. The school provides good value for money.

#### **What the school does well**

- The school is well led and managed by the head teacher, with the good support of the deputy head and staff.
- The teaching is good; there is a shared commitment to improve standards.
- The school's management of behaviour is effective and most pupils have good attitudes to their learning and behave well.
- Staff provide a good level of care, support and guidance to pupils and this effectively encourages their personal and social development. Relationships are very good.
- Pupils have access to a rich and varied range of curricular opportunities that are enhanced by out of school visits and activities.
- Numeracy and literacy are taught well and this is enabling the school to raise standards.

#### **What could be improved**

- The roles of subject co-ordinators and governors in monitoring and evaluating teaching, learning and the curriculum in order to identify what the school does well and what needs to be improved.
- The analysis of test results and the use of assessment information to more precisely track pupils' progress and set individual targets for improvement.
- Standards in information and communication technology.
- The acts of collective worship to ensure that they meet statutory requirements and support pupils' spiritual development.

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



## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good progress in dealing with the issues raised in the last inspection in 1997. The head teacher has established an effective management team and the role of the curriculum co-ordinators has been defined to develop their management skills. However, they do not yet have sufficient opportunities to monitor and evaluate the development in their subjects throughout school. The planning of the curriculum has improved with the adoption of a common format for planning for the term and for each week. All subjects have written guidance that provides a useful framework for teaching and learning. Issues related to design and technology and information and communication technology have been resolved; the school has adopted national guidance that ensures that National Curriculum orders are met. The quality of teaching has improved substantially and is mainly good and sometimes very good or excellent. This reflects changes in staffing since the last inspection and improvements due to training and the clear structure for teaching the literacy and numeracy initiatives. The school development plan provides a useful framework for managing improvements. The strong commitment of the head teacher, staff and governors ensure that the school is well placed to continue its planned developments.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	C	C	C	D
mathematics	D	C	B	B
science	D	C	C	D

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

In the English and science tests in 1999, standards matched the national levels but were below those in similar schools. Standards in mathematics were above average both in relation to national levels and when compared to schools with a similar intake of pupils. The results attained in the most recent tests indicate that pupils have improved on their 1999 attainment due to the substantial amount of effective teaching. However, there was no national data available at the time of the inspection with which to compare.

Most pupils transfer from their infants' school with standards in English, mathematics and science that are at the level expected for seven year olds. The pupils make steady progress in their learning in English and science as they move up through the school and by the end of Year 6 standards match the expected levels for 11 year olds. Pupils do well in reading and standards are above average. They make good progress in mathematics and, by the age of 11 pupils' attainment is above the level expected for their age. Standards in religious education are above the levels expected by the end of Year 6. Recent improvements in equipment and staff expertise mean that pupils are beginning to achieve well in information and communication technology. However, there has not been enough time for pupils to learn all the skills they need and so they do not yet attain the levels expected for their age. Pupils make sound progress in their learning in the other subjects and standards of work are mainly at

the level expected for their age and sometimes higher. There are examples of good work in art, design and technology and history throughout the school.

The substantial improvement in teaching has improved standards and ensures that the school matches the upward trend in national tests. Standards are sufficiently high but the staff are committed to continuing to improve them. The school has set realistic year group targets in English and mathematics for the Year 6 pupils and is on target to meet them. Throughout the school, pupils with special educational needs make good progress. They are well supported by classroom assistants and their achievements match the realistic targets set for them.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to their work and many are eager to learn.
Behaviour, in and out of classrooms	Behaviour is mainly good throughout the school. Most pupils respond well to the school's code of conduct although the number of exclusions last year was high.
Personal development and relationships	Good. Relationships are good between teachers and pupils and most pupils care for and respect each other.
Attendance	Satisfactory.

About third of the Year 3 pupils who have recently transferred to the school have unsatisfactory attitudes to learning and are slow to settle into school routines. Some do not concentrate and interrupt lessons through noisy and disruptive behaviour. This is managed well by teachers. There have been five exclusions during the past school year, one of which was a permanent exclusion.

## TEACHING AND LEARNING

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

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

The quality of teaching was predominantly good in the 60 lessons seen throughout the school. It was satisfactory in 35 per cent of lessons with 33 per cent of lessons where teaching was good and 27 per cent that was very good or excellent. It was unsatisfactory in only 5 per cent of lessons. The high proportion of effective teaching ensures that pupils make good progress in their learning and this is having a positive effect on standards by the time pupils reach the age of 11. Pupils with special educational needs are well taught; they make good progress against their individual education plan targets and are well supported by the specialist classroom assistants. Teachers are implementing the Literacy and Numeracy Strategies effectively and the good teaching in these areas is enabling the school to improve standards, particularly in mathematics, for all pupils.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and offers pupils a rich and varied range of learning experiences. It is enhanced by educational visits and good links with the community.
Provision for pupils with special educational needs	Good. Pupils are well supported and make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Pupils' moral and social development is promoted well and underpins the good relationships and behaviour. Provision for cultural development is good and that for spiritual development is sound.
How well the school cares for its pupils	This is a caring school where staff provide good personal support and guidance to pupils. The procedures for promoting and monitoring behaviour are good.

The quality and range of extra-curricular activities is very good. There are good systems in place for assessing pupils' attainment and progress, particularly in the core subjects of English, mathematics and science. However, the use of the information gained from assessments, including the analysis of the results of national end of key stage tests, is not yet used consistently to plan future work or to set individual targets for pupils. The school has good links with parents, who provide effective support to their children's learning.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The school is well managed and the head teacher provides good leadership. He is well supported by the deputy head, staff and governors.
How well the governors fulfil their responsibilities	The governors are supportive of the school and fulfil their responsibilities satisfactorily.
The school's evaluation of its performance	The monitoring and evaluation of the school's performance are sound but the role of governors and subject co-ordinators in these areas is not yet sufficiently well established.
The strategic use of resources	All resources are used well to support pupils' learning and achievement. The special grants allocated to the school are used well.

The good leadership results in high quality teamwork by all staff and a shared commitment to develop the school. This is enabling the school to make substantial improvements in the quality of learning and this supports pupils' achievement. The school has sufficient, suitably qualified teaching and non-teaching staff. All staff are deployed well to make best use of their expertise and to provide effective support to all pupils. The school has adequate, well cared for indoor and outdoor accommodation.

Given the average attainment of many pupils on entry and the steadily improving standards due to effective teaching and learning, the school provides good value for money.

### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• They feel comfortable about approaching the school.</li> <li>• The teaching is good and the school expects children to work hard and do their best.</li> <li>• Behaviour is good.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of homework.</li> <li>• The range of activities outside of lessons.</li> <li>• The way the school works closely with parents.</li> <li>• Information about their children's progress.</li> </ul>

The inspection team confirms the positive views of parents. They are rightly pleased with their school. The amount of homework is similar to that of other primary schools and supports pupils' learning. The school provides a very good range of activities outside of lessons. The quality of information for parents is good. The prospectus and governors' annual reports are very well presented. Attractive newsletters give information about events in school and update parents on curriculum initiatives. Pupils' annual written reports are good. Many reports set learning targets and comment on pupils' personal development whilst some refer to targets aimed at improving behaviour. There are good links with parents and the school is committed to continuing to improve them.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and achievements**

1 The school admits children from across the full range of attainment. However, most transfer from their infants' school with standards in English, mathematics and science that are at the level expected for seven year olds. The pupils make steady progress in their learning in English and science as they move up through the school and by the end of Year 6 standards match the expected levels for 11 year olds. They make good progress in mathematics and by the end of the key stage pupils' attainment is above the level expected for their age, with a significant number who reach a higher level. There has been a substantial improvement in teaching since the last inspections and teachers have high expectations in respect of work and behaviour. This has had a good impact on standards and ensures that the school matches the national trend of improvement in national tests.

2 In the English and science tests in 1999, standards matched the national levels but were below those in similar schools. Standards in mathematics were above average both in relation to national levels and when compared with schools with a similar intake of pupils. The results attained in the most recent tests indicate that pupils have improved on their 1999 attainment but there was no national data available at the time of the inspection with which to compare.

3 The head teacher analyses test results and, together with the information provided by the feeder infant school about pupils' attainment on entry and useful end of year tests, is beginning to compare levels year on year. However, the school does not yet use this analysis sufficiently well to identify specific strengths and weaknesses in curriculum provision in order to further improve standards. However, the school has set realistic targets for the future and is well on course to meet them.

4 Pupils make steady progress in speaking and listening due to the teachers' encouragement and effective questioning. By the end of Year 6, nearly all pupils speak clearly and confidently. They are able to use language to match their speech to different situations and the people they are speaking to. For example, in their religious education lesson pupils in Year 6 learned about the qualities of religious leaders and confidently volunteered their own ideas on why people would follow Jesus. The pupils were attentive; they listened well to others and respected their views.

5 Pupils' achievement in reading is good due to the effective teaching and the enthusiasm for books that teachers encourage. By the end of Year 6 most pupils read well for their age and read regularly for enjoyment and this results in their use of a good range of vocabulary in writing. They also learn through reading in most subjects. For example they find facts in reference books, interrogate the Internet and locate information using material on CD-ROM.

6 Pupils make gains in their writing and use these skills well in religious education and history. By the end of Key Stage 2, pupils achieve sound standards in writing for their age. They write in a good range of forms and for different purposes. For example, Year 6 pupils write biographical notes to describe themselves and their friends, reviews of their reading and produce exciting stories and poems.

7 The good teaching and impact of the national Numeracy Strategy are improving pupils' learning in mathematics and attainment has risen due to the pupils' increased motivation and enthusiasm. Standards of numeracy are good and reflect the school's emphasis on aspects of

mathematics such as mental arithmetic, number work and problem solving. There are sound opportunities to use these skills in other subjects, such as science, geography and information and communication technology. Progress is good. By the end of Year 6 pupils carry out mathematical investigations and use and apply their mathematical understanding in a variety of contexts. Pupils have good recall of multiplication facts and can make complex mental calculations. They use a variety of methods to calculate mentally, choosing appropriate methods and clearly and confidently explain how they had reached their answers. They make accurate calculations and have developed a systematic approach to working on problem solving. They use their initiative to develop their own strategies and are confident in working with large numbers.

8 The school has adopted recent national guidance for the curriculum and this provides a clear framework for teachers' planning. As a result pupils are beginning to improve standards in science. Most pupils in Year 6 have a satisfactory understanding of investigative methods and apply this effectively in lessons. They know the principles of a fair test and apply them well. For example, when examining the effects of friction, they take care to ensure that only one variable is included in their test. Pupils handle equipment correctly, such as when using a Newton-meter to measure force. They record their results accurately and most suggest well thought out explanations to explain their findings.

9 The school meets all statutory requirements for information and communication technology now that the new facilities are in place. Standards of attainment are improving but are below those expected for 11 year olds. There is good progress in some lessons with the potential for raising standards over the longer term. Pupils are competent in word processing; they set out text, edit and save their work. Pupils are less secure in more complex routines such as changing the font size when editing text. Some pupils use personal computers at home and apply the skills they have learned to work in school. For instance, they send E-mails to pupils overseas and put together the school magazine, 'Junior Press'. Pupils are beginning to use computers more widely to support their work across the curriculum. For example in science, they research growth in plants and enter data to display their results through differing styles of graphs. Pupils know how to use CD-ROM or the Internet to find information to support their studies in history. Currently, many older pupils lack sufficient experience in control, monitoring and modelling although they are beginning to use sensing equipment appropriately as part of an environmental water study.

10 Pupils achieve well in their learning and by the age of 11, many pupils attain standards in religious education that are above the requirements identified in the Locally Agreed Syllabus. Pupils make good progress and by the end of the key stage have a good knowledge of the places of worship and the key symbols of a range of religions including Christianity, Hinduism, Judaism and Buddhism. There are good opportunities for pupils to develop their speaking, listening and writing skills and teachers develop thoughtful links between religions and the daily lives of the pupils.

11 Pupils consolidate their earlier work in most subjects and many achieve well as they move up through the school. Pupils make gains in their learning in art and design, design and technology, geography, history, music and physical education; standards of work are mainly at the level expected for their age and sometimes higher. There are examples of good achievement in art and design, design and technology and history throughout the school. Art and design is used effectively in other subjects. For example, in Year 6 pupils have produced work based on Greek art, used Batik techniques to decorate T-shirts and used colour effectively to paint the dramatic effects produced by volcanoes. When studying the Tudors, Year 5 pupils produce good quality portraits using pencil sketches and collage using cloth and other materials.

12 Throughout the school, pupils with special educational needs make good progress and their achievements match the realistic targets set for them. This is due to the good support they receive in

class and when withdrawn for group and individual activities with support staff. Their targets are clearly identified in their individual education plans and build on what they have already learned. Assessment information is used successfully to match work to the needs of these pupils and work is linked well to work of the rest of the class.

### **Pupils' attitudes, values and personal development**

13 Pupils' attitudes and behaviour have improved since the last inspection. The majority of pupils demonstrate good attitudes to school life by attending school regularly and adapting to its daily routines. These positive attitudes improve as pupils progress through the school and become more accustomed to their teacher's high expectations of work and behaviour. Pupils settle quickly at the beginning of their lessons and only occasionally do one or two lose concentration. When this happens their teachers manage them effectively.

14 Year 3 pupils have recently transferred to the school and many have good attitudes to learning. However, about a third are immature; they do not have good attitudes to their learning and are slow to settle into school routines. Some find concentration difficult and tend to interrupt lessons through fidgeting and noisy behaviour. The older pupils listen attentively to their teachers and concentrate well. For example a group of pupils in Year 4 showed very good attitudes in their English lesson with all pupils actively involved in their learning. Likewise, pupils in Year 6 worked productively, wanted to listen, discussed their work sensibly and got involved in their lesson. All these pupils work and collaborate well in their learning experiences. They are praised for their efforts and their opportunities for learning are effectively increased.

15 Pupils are keen members of their extra-curricular clubs and these are well attended. The school choir has substantial numbers, although there are only a few boys amongst them. The sports clubs have an enthusiastic membership of both boys and girls.

16 Standards of behaviour are good. A small volatile group of Year 3 pupils have recently joined the school; they challenge their teachers and behave unacceptably but they are managed well by the head teacher and his staff. It is evident from the good attitudes in other year groups that the behaviour of these pupils is not typical of the rest of the school. Most pupils are polite and they move about the building in an orderly fashion. They enter and leave school assemblies in an exemplary manner making a positive contribution to the quality of school life. Parental questionnaires show a majority of parents have a positive view of behaviour in the school.

17 Behaviour at lunchtime is good. Pupils queue patiently in the dining hall and mealtimes are a friendly occasion in spite of the restrictions of time. Children of all backgrounds play well together and are occupied constructively in playground games. The school has good procedures to deal with any instances of inappropriate behaviour such as bullying and the school works effectively with parents to resolve any concerns. There have been five exclusions during past school year, one of which was a permanent exclusion. This number is high and reflects the poor behaviour of a few pupils in a particular year group. These have now left the school. All exclusions were conducted appropriately in consultation with parents and the local authority.

18 Pupils' personal development is good. They are keen classroom monitors and carry out their duties sensibly. Pupils are able to take responsibility for their learning, for example during the inspection pupils in Year 4 worked well when unsupervised. This independent learning makes a positive contribution to their personal development. Pupils give their time readily. They are enthusiastic fundraisers and collectors and have acquired a substantial number of books for the school by collecting product tokens.



19 The quality of relationships within the school is good. Staff and pupils show their mutual respect and this contributes positively to the strong, friendly ethos of the school community. Pupils are quick to support one another and relate well to their teachers.

20 Attendance rates are satisfactory and just above the national average. The attendance registers are now kept appropriately and the school works hard to promote regular and punctual attendance levels. Most pupils attend school regularly and arrive on time and this has a positive effect on their learning.

## **HOW WELL ARE PUPILS TAUGHT?**

21 Teaching is good. The quality of teaching has improved substantially since the last inspection and there are more examples of good and very good teaching throughout the school. The quality of teaching was good in almost two thirds of lessons, including a quarter of lessons where it was very good or excellent. It was unsatisfactory in only three lessons and satisfactory in the rest. There were examples of very good teaching in each year group. The high proportion of effective teaching throughout the school promotes high standards of work and behaviour. It ensures that pupils make good progress in their learning and this is having a positive effect on standards, particularly in mathematics by the time pupils reach the age of 11.

22 Lessons are well planned and resourced. In many lessons, teachers provide a good range of challenging and interesting activities. They have high expectations of their pupils; they encourage them to think critically about their work and provide opportunities for discussion. Most teachers encourage pupils to take responsibility for their learning and to make choices of materials and to plan their own work. For example, in an effective design and technology lesson, Year 3/4 pupils were encouraged by their teacher to take the role of designers and worked well in pairs and small groups to learn how a musical instrument is designed and made. They collaborated very effectively to share ideas on planning their design, identifying the materials to be used and to refine their ideas before agreeing a final design. The teacher's enthusiasm meant that all pupils were eager to learn and her very good questioning ensured that they began to identify the way designers combine materials to get the best quality of sound and appearance.

23 Where teaching is most effective, teachers are clear about the skills pupils will learn and how these will be taught. This was evident in a very well planned mathematics lesson where the teacher developed pupils' understanding of equivalent fractions and built effectively on pupils' earlier learning to reinforce their understanding of mathematical terms such as numerator and denominator. The questioning was matched well to the full range of abilities in the class and ensured that all pupils achieved well. The very good balance between direct teaching and opportunities for pupils to practise their skills ensured that by the end of the lesson pupils had a good grasp of the concept. The well taught mental arithmetic session at the start of the lesson enabled the pupils to talk about the different ways they had reached their answers as they practised times tables, halving and doubling. They achieved a high degree of accuracy.

24 Teachers' subject expertise is at least sound and often good. However, there is some lack of confidence in teaching information and communication technology, although training is planned for this term. The teaching of literacy and numeracy is mainly good and this is enabling the school to improve standards, particularly in mathematics. Basic literacy skills are taught well; staff place a high priority on reading and books are well chosen to stimulate even the most reluctant readers. As a result, pupils' reading skills are well developed and are often above the standards expected for their age. The school has focused on motivating pupils to write and in building their confidence. Teachers effectively encourage pupils to act as authors and produce their own books. One pupil dedicated 'The Terrifying

Shortcut Home' to 'ghost story lovers every where'. Teachers provide good opportunities for pupils to use their literacy skills in other subjects and there was good quality writing in history. Numeracy skills are taught well and ensure that pupils are developing a quick recall of number facts and can apply what they have learned to solving problems. Teachers ensure that pupils use their numeracy skills in science where they present their findings using graphs and tables and they use co-ordinates in geography work.

25 The teaching of pupils with special educational needs is good. Many make good progress in relation to the targets set for them. They are well supported by classroom assistants with whom they develop very good relationships. The work of the support assistants is very effective and they work closely with teachers to support lower attaining pupils. Resources are matched well to the needs of all pupils. Staff motivate the pupils well and effectively promote their self-esteem. Relationships between staff and pupils are very good and support the pupils' learning.

26 Throughout the school, teachers use a good range of strategies that include whole class, group and individual work. Pupils are well managed and discipline is mainly good. Time is used well in most lessons and pupils are encouraged to make choices of equipment and materials and to take responsibility for getting out and returning them.

27 Teachers have devised sound systems for assessing pupils' attainment and progress, particularly in the core subjects of English, mathematics and science. Their day-to-day assessment provides useful information to teachers on the standards achieved and enables them to modify their lesson plans to ensure work is matched to what pupils already know and to reinforce any weaker areas. The school does not yet make enough use of the information gained from more formal assessments, including the analysis of the results of national end of key stage tests, to plan future work or to set individual targets for pupils as they move through the school.

28 Teachers and support staff work hard to provide a high level of care for pupils and to reinforce pupils' personal and social development throughout the curriculum. Throughout the school, teachers give homework that has a positive impact upon pupils' skills in reading, spelling, learning of number facts and in finding information supports topic work in areas such as history.

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

29 The school provides for its pupils a rich and varied range of learning opportunities. The curriculum is both broad and balanced for all subjects and fully reflects the school's aims and values. This is a strength of the school. It is a marked improvement on the previous inspection report when some aspects of design and technology and information and communication technology were lacking. The curriculum meets the requirements of the National Curriculum and the Locally Agreed Syllabus for religious education. The school makes good provision for pupils' personal, social and health education and includes appropriate provision for sex education and drugs awareness. Policies are now in place for all subjects and these are being reviewed in the light of new curriculum requirements. Parents are pleased with the curriculum offered to their children.

30 Throughout the school, teachers have worked hard to implement the literacy and numeracy strategies and are making good use of the guidance and the school's own 'Curriculum Planning Update' to plan for their lessons. For example, they use the first part of their mathematics lessons to develop pupil's mental calculation, to reinforce their mathematical vocabulary and the final part of the lessons to highlight and recall what they have learned. There is a strong emphasis placed upon creative, investigative and problem-solving activities throughout the school, particularly within the numeracy hour. This is indeed another strength and a marked improvement since the last inspection.

Literacy skills are well promoted in other subjects such as history, geography, design and technology and science. All of this is having a positive impact on pupils' progress.

31 The quality and range of extra-curricular activities is very good. Pupils have opportunities to be involved in sports such as football, netball and swimming. They have opportunities to play a musical instrument. They take part in inter-school sports, Christmas productions and Year 5 and 6 pupils attend a bi-annual residential visit in Whitby, thus enriching the curriculum and developing their cultural, personal and social education. A minority of parents do not agree that the school provides an interesting range of activities beyond the school day but this is not borne out by the inspection findings.

32 The school has established good links with the community. Year 6 pupils have opportunities to work with a local factory to study its management, create their own 'mini-business', and carry out investigations. They maintain this link with the secondary school, further developing their understanding of working in a real-life, problem-solving way. Pupils visit the Yorkshire Sculpture Park, Leeds City Art Gallery and other local places of interest such as Burton Agnes. There are regular visitors to the school, such as a poet and the police and through the school's involvement in 'Operation Lifestyle'. All of these contribute positively to pupils' learning.

33 Teachers have worked hard to improve their long, medium and short-term planning, thus addressing the issue raised in the previous report. Their planning now clearly indicates how pupils will be taught, thus making a positive impact on their progress as they move through the school.

34 Procedures for the early identification of pupils with special educational needs are thorough and the provision is good. These pupils have full access to the curriculum and individual work-plans are good. These are regularly updated, fully evaluated and ensure that work is closely linked to that of their class.

35 The school has established good links with the infant and secondary schools. It attends inter-school sports and a Festival of Sport at the local secondary school where pupils can work with coaches in rugby, tennis and football. Infant pupils visit the school over the year for assemblies or break-times. These experiences provide an important contribution to pupils' progress and their social, cultural and personal development.

36 The school's provision for pupils' spiritual, moral, social and cultural education is good. This is a clear improvement since the last inspection.

37 The provision for spiritual development is satisfactory. The Agreed Syllabus for religious education provides sound opportunities for all pupils to study Christianity, Hinduism and Buddhism. This provides relevant insights into contrasting values and beliefs. It enables pupils to develop an appropriate awareness of differing beliefs in a god and how these influence society. There are some limited links with local churches. During the inspection week, assemblies did not contain any significant spiritual input, apart from well-chosen music that created a reflective atmosphere. This was appropriately supported by a brief period of reflection. However, the statutory requirements for collective worship were not met and this resulted in lost opportunities to reinforce pupils' spiritual development.

38 The provision for moral development is good. It clearly reinforces the difference between right and wrong. The school's behaviour code is carefully reflected in classroom rules and in guidelines for movement around the school. Pupils are asked to contribute their ideas to these and, additionally, to collaborate in agreeing the school's New Year resolution. Pupils are encouraged to behave well throughout the day and are reminded of this responsibility through their 'pupil planner' that

contains the school's 'golden rules'. All staff act as positive role models; for example, the head-teacher regularly oversees playground behaviour. The school actively promotes positive disciplinary strategies; all staff have been trained by the 'Pupil Referral Unit' in the use of disciplinary strategies. Moral and social issues are discussed with pupils where opportunities arise. In some classes this is promoted more systematically through planned opportunities for pupils to talk to the class about their opinions and feelings.

39 The provision for social development is very good. Pupils are given a range of important responsibilities. For example, they act as classroom and library monitors. Older pupils take a leading role in producing the school newspaper 'Junior Press'. Pupils are encouraged to reflect upon their academic and social progress as they move through the school. For example, they compile 'passports' to Year 4. Older pupils are encouraged to show initiative by taking a leading role in fundraising for charities, such as the NSPCC.

40 During the inspection week, assemblies focused upon maintaining a healthy heart. A speaker from the British Heart Foundation described the significance of its' work. The school intends to encourage pupils to support this through a non-uniform day. A number of very useful community links provide very good opportunities for pupils to involve themselves in social activity. These include 'Operation Lifestyle' with Humberside Police and membership of local sports clubs. The school's residential visit to Whitby and other educational visits play a valuable part in developing social behaviour. All these areas of provision actively promote a sense of community within the school and widen pupils' horizons.

41 The provision for cultural development is good. Pupils have opportunities to visit museums and art centres; for example the 'Yorkshire Sculpture Park'. The school promotes an art week, where pupils' work is displayed and good links have been established with Pocklington Civic Arts Centre. Book week encourages interest in a range of literature. A successful visit by the poet Ian McMillan, last summer, was well reported in 'Junior Press'. Displays of work, in such subjects as history and geography, promote a wider understanding of the region's cultural inheritance.

42 An understanding of other cultures is promoted adequately, but the school recognises this is an area for development. The St. Lucia topic promotes an understanding of an alternative society and culture. Good links have been developed with Quarry Hill Primary School in Victoria, Australia and pupils e-mail one another. Displays of work occasionally focus on other cultures; for example, Haikus poetry from Japan. There are fewer local links, although the school intends to renew its connection with a nearby Buddhist centre.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

43 Since the last inspection the school has continued to provide a caring and supportive environment for its pupils. The majority of parents believe that the school does help their children to become mature and responsible. Inspection findings show that staff place a high priority on pupils' welfare and pupils are encouraged to approach adults with their concerns. Teachers and non-teaching staff know the pupils well. Relationships are good and the courteous manner used by all adults in the school has a positive effect on all aspects of learning and development of pupils. Each child is valued and treated with friendly respect. This reinforces their self-esteem, supports their progress and promotes good attitudes to work.

44 The school's child protection arrangements are satisfactory although the child protection policy was drawn up in 1997 and needs to be brought up to date. The deputy head teacher takes

responsibility for child protection issues and both she and the head teacher have received the appropriate training. Other members of staff have not yet been trained.

45 The school has good facilities for the care of sick pupils and all staff are aware of procedures to be followed. There is clear guidance for visits out of school, for example there was class discussion about safety routines before beginning a walk to the swimming pool and pupils' sensible behaviour made an important contribution to everyone's safety during the walk. The governing body closely monitors all safety hazards and the school's site manager supervises repairs.

46 The school has very good systems to monitor and promote discipline and good behaviour. These provide a good level of support and guidance for pupils. The head teacher keeps a record of pupils with behavioural problems. He knows these pupils well and provides them with plenty of opportunities to talk and to receive support and guidance in informal circumstances. Any form of harassment or bullying is dealt with quickly and effectively and pupils are encouraged to discuss instances of oppressive behaviour. The school rewards positive behaviour and pupils are fully aware of the school's high expectations.

47 There are sound procedures to monitor attendance. Class teachers note any unusual patterns of absence and latecomers are required to register at the office. The school secretary monitors very well the pupils' absences and the school's education welfare officer checks any inconsistent patterns of attendance. Regular latecomers are also monitored and parents are contacted when necessary.

48 Pupils with special educational needs receive good support and benefit from the additional help that the school provides for them. They are making good use of their planners and are beginning to set their own targets for learning. There are effective systems to identify pupils requiring additional support in their learning and individual education plans state clear targets for improvement that are regularly reviewed.

49 The curriculum provides good opportunities for the class teachers to monitor pupils' personal development. Pupils are encouraged to discuss their opinions on such subjects as bullying, and to consider attributes they believe to be necessary for careers such as police work. The school's new work planners provide a very good record of each pupil's development. There are opportunities for pupils to set their own targets, communicate their ambitions and share their concerns. Pupils are encouraged to take initiative. For example, when pupils wish to raise funds for specific charities the school assists by supporting and guiding their efforts. Policies for the teaching of personal health and social education and drugs awareness are in place and these areas are taught at suitable times as pupils proceed through the school.

50 There are sound systems in place for assessing pupils' attainment and progress, particularly in the core subjects of English, mathematics and science. This ongoing assessment provides useful information to teachers on the standards achieved and is particularly useful when pupils move to a new class. The school assesses pupils' attainment on entry using information provided by the feeder infant school and from tests done at the beginning of Year 3. There are useful end of year tests and staff are beginning to compare levels year on year.

51 The school does not yet use the information gained from assessments sufficiently well to plan future work. The results of the national tests for pupils aged 11 are not analysed sufficiently well to identify areas of strength and weaknesses in curriculum provision, to predict how pupils will perform in tests or to identify and monitor specific targets for individual pupils. Although teachers keep collections of pupils' assessed work these are not matched to the levels of the National Curriculum. The targets set for those with special educational needs are well matched to their earlier learning.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

52 The school has strengthened its partnership with parents since the last inspection. A good partnership exists and is continuing to develop. Parents have positive views of the school and there was a high return rate of parental questionnaires before the inspection. A minority of questionnaires identified areas of concern for some parents mainly about the amount of homework their children are expected to do and how closely the school works with them. A number of parents expressed concerns about the range of activities available for their children to take part in, outside the classroom. These concerns were not borne out by the findings of the inspection. Pupils' new personal planners are improving the dialogue with parents about homework and provide parents with more information about how their children are progressing with their studies. The extra-curricular activities now available to pupils are very good and cover such activities as a school choir, French club, football, rugby, peripatetic music and a thriving school newspaper.

53 The Friends Association is a strength in the school's partnership with parents. It is committed to supporting the school's swimming programme. The Association's fund raising events provide substantial finance for school improvements such as renovations to the school's playground and thoroughfares between the school and mobile classrooms. They also made a significant contribution to the purchase of the new information and communication technology facilities. This partnership makes a good contribution to the quality of pupils' learning.

54 A home school agreement is in place that clearly identifies the roles and responsibilities of the school and parents. The school consults parents of pupils with special educational needs. They are notified of concerns, at an early stage and invited to school to discuss their child's progress.

55 The quality of information for parents is good. The prospectus and governors' annual reports are very well presented. Attractive newsletters give information about events in school and update parents on curriculum initiatives. Information to guide parents in supporting their children's learning within specific subjects has improved but is currently being reviewed by the school.

56 Pupils' annual written reports are good. They meet statutory requirements and identify what pupils can do in English, mathematics and science whilst commenting on all areas of the school's curriculum. Many reports comment on pupils' personal development whilst some refer to targets aimed at improving behaviour.

57 The level of parental support for their children's learning, the effective parental involvement in the life of the school and the hard work of staff in developing and maintaining these aspects make a good and significant contribution to pupil's attainment and progress.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

58 The school is well led and managed by the head teacher, with the good support of the deputy head teacher, staff and governors. The head teacher provides good leadership and has worked well to build an effective staff team. The high quality of teamwork is a key to the effectiveness of the school. For example, all staff share a commitment to improving pupils' work and behaviour. They work well together to raise pupils' self-esteem and set high expectations that have a positive impact on standards. The head teacher has a very clear view of the school's main strengths and weaknesses and works well with staff and governors to identify priorities for school development - mainly linked to improving the achievement of all pupils, whatever their ability.

59 The school's well-defined aims are met effectively in its day-to-day life and work and focus on the development of pupils' intellectual and personal skills. The school has made very good progress in dealing with the issues raised in the last inspection in 1997. The head teacher has established an effective management team and the senior staff give a lead in monitoring and evaluating what the school does well and identifying areas for improvement. He has strengthened the role of the curriculum co-ordinators and ensured that they are well supported in their management role. They work well together to ensure that their subjects are well managed and colleagues are supported. They do not yet have sufficient opportunities to observe practice in other classrooms or to work alongside colleagues to get an overview of development in their subjects. The planning of the curriculum has improved with a common format established for planning for the term and for each week.

60 All subjects have written guidance to provide a framework for teaching and learning. The issues related to design and technology and information and communication technology have been resolved; the school has adopted national guidance that ensures that National Curriculum orders are met and there is increasing challenge in work as pupils move through the school. The school has a new computer suite and meets all statutory requirements now that the new facilities are in place. A rich curriculum is being developed and provides good support to the development of literacy, numeracy and most other subjects. The quality of teaching has improved substantially and is mainly good and sometimes very good or excellent. This reflects some changes in staffing since the last inspection, improvements due to the training and clear structure for teaching the literacy and numeracy initiatives. Well planned in-service training has improved teachers' expertise in using a range of teaching approaches and they now provide work that promotes pupils' investigative and problem solving skills. The school development plan provides a useful framework for managing improvements. The priorities are clearly identified and are monitored regularly to ensure that targets are met. The strong commitment of the head teacher, staff and governors ensure that the school is well placed to continue its planned developments.

61 The school is developing sound procedures for monitoring teaching and learning. These have mainly been linked to the implementation of the national initiatives for literacy and numeracy. Although the school has established a monitoring and evaluation policy, this does not involve all subject co-ordinators. The governors care about the school and work well together to support management. They are well informed by the head teacher and this enables them to take a full part in decision-making. They meet statutory requirements and are beginning to take a more active role in the school in order to gain an overview of the curriculum. However, their role in monitoring the effectiveness of the work of the school has not yet been defined or developed. The school does not meet all the statutory requirements for the daily acts of collective worship and this results in lost opportunities to reinforce pupils spiritual developments.

62 The school sets realistic targets to improve standards in English and mathematics and the head teacher analyses the results of national tests. There are sound systems in place for assessing pupils' attainment and progress, particularly in the core subjects of English, mathematics and science. This ongoing assessment provides useful information to teachers on the standards achieved. However, the school has not yet developed consistent ways of using the information gained from assessments, including the analysis of the results of national end of key stage tests, to plan future work or to set individual targets for pupils. The results of the national tests for pupils aged 11 are not analysed sufficiently well to identify areas of strength and weaknesses in curriculum provision.

63 The school manages the provision for pupils with special educational well and this ensures that they make good progress against their individual targets. The pupils are well supported by class teachers and support staff.

64 Financial planning is good and is linked closely to the educational priorities identified in the school development plan. Financial control and the day-to-day administration of the school are good and supported well by the senior administrator. The head teacher and governors are keen to get the best value for the pupils in all resources and services and gather information before financial decisions are taken. They also compare the school's performance with other schools both nationally and locally. All resources controlled by the school are used well to support teaching and learning. Given the attainment of many pupils on entry, the good teaching, the good range of learning opportunities, the good progress made by pupils and the very good progress made since the last inspection the school provides good value for money.

65 The school has a good blend of experienced and more recently qualified staff. They work well in teams, relate positively to each other and offer each other mutual support. Each member of the staff holds an appropriate job description. Recently, teachers' professional development has focused on the implementation and development of the literacy and numeracy hours, matching the priorities of the school development plan. Staff have also attended courses to further develop their own subject expertise and this has a positive impact on pupils' progress. In response to the recommendation in the previous report, the school now has an induction policy and there are effective induction procedures in place to support staff that are new to the school. The roles and responsibilities of the staff are delegated well. Most teachers have at least one area of subject responsibility and carry out these responsibilities with enthusiasm. Support staff are sufficient in number and suitably qualified. They are well deployed and work effectively alongside teachers and pupils in classrooms.

66 The standard of the school's accommodation is satisfactory and enables the subjects of the National Curriculum to be taught. Since the last inspection a new information and communication technology suite has been added to the building along with extra classroom space. However, the mobile classrooms are somewhat crowded but are satisfactory for teaching the curriculum. Classrooms are bright, well organised and laid out in an effective way. The working environment is well maintained and displays of pupils' work throughout the school are attractive. The new information and communication technology suite is well set out providing a spacious classroom with plenty of natural light. The building has an attractive reception area and the whole school is kept very clean, tidy and well cared for by the site manager and cleaning staff.

67 The grounds are spacious with good hard play areas. There is a small grassed area on site, suitable for class games, and a full size football pitch off site, only 5 minutes walk away. A new pagoda and walkway to the mobile classrooms form part of the school's continuous improvements plan. Benches are placed under trees around the playground where pupils can enjoy quiet conversations. A small wildlife pond is safely fenced to provide added interest to science lessons and playtime breaks.

68 The quality and quantity of resources for learning are mainly satisfactory. There are very good facilities for the teaching of information and communication technology and good quality resources for geography and music. Most subjects are resourced satisfactorily with the exception of science and religious education where resources are unsatisfactory. The school has recently appointed a new resources co-ordinator with responsibility to organise and improve a new resource centre and this will enable the school to manage resources more effectively.



## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

69 In order to continue to improve standards the head teacher, staff and governors should:

- (1) Improve assessment procedures to ensure that work is more precisely planned to meet the needs of different groups within classes by:
  - involving curriculum co-ordinators with senior staff in analysing assessment information, including test results to set more precise targets for individuals and groups and monitoring their progress toward achieving them;
  - ensuring that teachers link assessments to national curriculum levels;
  - ensuring that teachers use the information from formal assessments to set targets for individual pupils and groups of pupils;
  - ensuring that teachers use assessment to predict more accurately what individuals can achieve.(Paragraphs 3, 27, 51, 62, 71, 90 and 115)
- (2) Improve the monitoring and evaluation of the work of the school by:
  - developing the role of subject co-ordinators in monitoring teaching, learning and developments in their subjects throughout the school;
  - developing the role of governors to enable them to have a greater understanding of the strengths and weaknesses of the school in order to support improvements.(Paragraphs 61, 76, 83, 103, 127 and 132)
- (3) Raise standards in information and communication technology by:
  - providing more consistent and systematic opportunities for pupils to use computers for control, monitoring and modelling;
  - further promoting its use in other subjects.(Paragraphs 9, 83, 90, 97, 111 and 115)
- (4) Improve the acts of collective worship to ensure statutory requirements are met and that pupils' spiritual development is supported.  
(Paragraphs 37, 61 and 132)

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan:

- Improve resources in science and religious education. (Paragraphs 68, 91 and 132)
- Provide more opportunities for pupils to gain an understanding of other cultures and their traditions and beliefs. (Paragraph 42)
- Update the policy for child protection and ensure that staff have opportunities to attend suitable training. (Paragraph 44)

## PART C: SCHOOL DATA AND INDICATORS

### *Summary of the sources of evidence for the inspection*

Number of lessons observed	60
Number of discussions with staff, governors, other adults and pupils	30

### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
12%	15%	33%	35%	5%		

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

### *Information about the school's pupils*

<b>Pupils on the school's roll</b>	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	289
Number of full-time pupils eligible for free school meals	26

*FTE means full-time equivalent.*

<b>Special educational needs</b>	Y3 – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	54

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	0

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	23

### *Attendance*

#### **Authorised absence**

	%
School data	4.3
National comparative data	5.9

#### **Unauthorised absence**

	%
School data	0.5
National comparative data	0.5

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

***Attainment at the end of Key Stage 2***

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	31	27	58

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	22	23
	Girls	22	22	21
	Total	40	44	44
Percentage of pupils at NC level 4 or above	School	69%	76%	76%
	National	70%	69%	78%

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	18	17
	Girls	20	21	19
	Total	37	39	36
Percentage of pupils at NC level 4 or above	School	65%	68%	64%
	National	68%	69%	75%

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	2
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	2
White	283
Any other minority ethnic group	2

*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	1	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	3	1
Other minority ethnic groups	0	0

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

### ***Teachers and classes***

#### **Qualified teachers and classes: Y3 – Y6**

Total number of qualified teachers (FTE)	11.7
Number of pupils per qualified teacher	24.7
Average class size	28.9

#### **Education support staff: Y3 – Y6**

Total number of education support staff	4
Total aggregate hours worked per week	68

### ***Financial information***

Financial year	1999 - 2000
	£
Total income	451,403
Total expenditure	484,481
Expenditure per pupil	1,815
Balance brought forward from previous year	34,721
Balance carried forward to next year	1,643

## ***Results of the survey of parents and carers***

### **Questionnaire return rate**

Number of questionnaires sent out	289
Number of questionnaires returned	110

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	51	39	10	0	0
My child is making good progress in school.	34	54	5	4	4
Behaviour in the school is good.	27	64	3	1	6
My child gets the right amount of work to do at home.	24	46	18	7	6
The teaching is good.	42	49	3	1	5
I am kept well informed about how my child is getting on.	28	49	16	2	6
I would feel comfortable about approaching the school with questions or a problem.	56	36	6	1	2
The school expects my child to work hard and achieve his or her best.	47	46	5	1	1
The school works closely with parents.	30	44	17	3	6
The school is well led and managed.	40	44	7	1	8
The school is helping my child become mature and responsible.	31	56	5	0	8
The school provides an interesting range of activities outside lessons.	21	34	27	2	16

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

### **ENGLISH**

70 Pupils enter the school with literacy skills that are at a level typical for their age. By the time they leave school, at the age of 11 their attainment meets the national average. They make satisfactory progress throughout the school.

71 The results achieved in the national end of key stage tests by pupils aged 11, completing Key Stage 2 in 1999, matched the national average but were below those achieved in schools with a similar number of pupils eligible for a free school meal. The scores achieved by girls were generally higher than those achieved by boys and the school has recognised this as a problem that they need to address. The results of the most recent test show they have improved but there was no comparative national data available during the inspection with which to compare. The school does not yet use the information gained from the analysis of test results to set precise targets for individual pupils to improve their attainment and progress.

72 Pupils make satisfactory progress in reading, writing and speaking and listening. However, when the teaching is very good or outstanding pupils are making better progress. This was seen during inspection in, for example, two of the three classes with Year 4 pupils. The high quality teaching helped pupils to make good progress as they learned how to set out written instructions. They had a clear understanding of the way verbs are used to give an instruction that can be easily followed.

73 Scrutiny of the work which pupils completed in the last school year and evidence from lesson observations this year confirm the test results. Year 6 pupils, beginning their final year in Key Stage 2, show skills that match standards expected for their age. In the more formal aspects of the subject, such as the use of punctuation and handwriting pupils show a sound knowledge of the rules. Pupils' speaking and listening skills vary widely. Some are able to discuss issues using a wide vocabulary, others have less confidence and still use simple sentences with a more limited vocabulary. The school encourages pupils to use their English skills when writing in other subjects. There was good quality writing in history. Pupils also have the opportunity to write long stories and have produced good quality extended writing with titles such as 'The Terrifying Shortcut Home' a book that the author dedicated to "ghost story lovers everywhere". Pupils' reading skills are well developed and are generally above the standards expected for their age.

74 The progress pupils make throughout the school is closely linked to the quality of teaching and pupils' attitudes to their work. At this early stage in the school year for example, many pupils in Year 3 have not yet developed the good attitudes seen by pupils in the other three year groups. This means that much of the teacher's time, in these two classes, is spent managing pupils' behaviour and learning slows. However, older pupils have developed good attitudes to their work and use the time well in lessons. By the time they reach the oldest classes they generally show mature attitudes and work well, often planning their own work.

75 The quality of teaching in English is good. Little unsatisfactory teaching was seen during the inspection, and some of the teaching seen was excellent. For example, the very effective teaching of different ways of writing instructions ensured that pupils' learning was excellent and they made good progress as they wrote out recipes. The teacher's very precise questioning ensured that all pupils understood the task and the work was well matched to the range of abilities within the class. All pupils were suitably challenged and the teacher encouraged lively discussion that kept them interested. Teachers have high expectations of what pupils can achieve and how they should behave and are

skilled at managing pupils. In the best lessons there was good use of time. There was good pace so that pupils' interest was sustained and they made good progress. Lessons are well planned and teachers have clear ideas about what they expect their pupils to learn. In the small amount of unsatisfactory teaching observed the use of time was less effective with either an overlong introduction or a lack of urgency when pupils began to write. Teachers show imagination in many of the best lessons. In a Year 6 lesson, for example, pupils were helped to develop their skills of description when their teacher started the lesson dressed as a policewoman!

76 The recently appointed subject co-ordinator is enthusiastic and clear about the development needed in the subject. She has not, as yet, been able to monitor teaching. Not all staff have been able to experience the training associated with the National Literacy Strategy and this is one reason why there are some inconsistencies in teaching.

77 Considerable resources for Literacy have recently been provided and have an effect on standards achieved. The school recognises that library provision needs to be developed and has plans to do this. Homework is well planned and the use of the homework planners has enabled a dialogue to be established between school and home which benefits pupils' learning.

## **MATHEMATICS**

78 In the 1999 national curriculum tests, the school's results were above expectations for 11 year olds and also above those of similar schools. In the previous inspection report of 1997, pupils' attainment in the national tests for mathematics matched expectations for 11 year olds. Since then, the results in the end of key stage tests have improved each year, particularly in 1999 and this is a strength of the school. Although no direct comparisons with national standards could be made at the time of the inspection for 2000, the school has been successful in maintaining this standard. This is mainly due to the school's effective implementation of the National Numeracy Strategy. All staff place a strong emphasis on teaching mental calculation at the beginning of each lesson, they plan their lessons within a problem-solving or investigative structure, thus successfully addressing the issue in the previous report. The end of each lesson is very effectively used to highlight and reinforce what pupils have learned. This has made a positive impact upon pupils' progress and attainment. This is a strength of the school.

79 By the end of Key Stage 2, pupils' attainment is above the level expected for their age, with a significant number of pupils reaching a higher level. In Year 3, pupils practise swift mental recall using number within 100 and recognise patterns of numbers. They work confidently with money. For example, they investigate and calculate accurately the cost of several items for a party. They have investigated the measurements of their own bodies and carefully drawn comparisons between the measurement from wrist to elbow and the length of their feet! They have illustrated this clearly in graph form. Pupils make good progress and in Year 4, they work confidently with larger numbers, as they make calculations using the four rules of number. They are developing a good range of mathematical vocabulary, such as 'increase, total, altogether, inverse and operation'. Many pupils use their reading and writing skills well to solve investigative problems, such as selecting certain foods from a menu, totalling the cost and carefully recording their answers. The good level of investigative work has greatly improved since the last inspection. In Year 5, pupils work mentally with numbers to at least 2000 and know about multiples and factors. By the end of Year 6, pupils' attainment at this time of the year is above the level expected for their age. They have developed a systematic approach to working in a problem-solving way. They use their initiative to develop their own strategies and are confident in working with large numbers. In one excellent Year 6 lesson, pupils used a variety of methods to calculate mentally, chose appropriate methods and clearly and confidently explained how they had reached their answers. They learned to more clearly articulate their results so that all could

understand their explanation. As they recorded their results, they were beginning to understand how to present their work in algebraic form. For example, 9 times 18 can be recorded as  $(10 \text{ times } 18) - 18$  and more able pupils were learning to generalise from such examples that  $10n - n = 9n$ .

80 All pupils enjoy their mathematics lessons. As a consequence, they are mostly well behaved and have positive attitudes to their work. They are interested in their work, concentrate well, co-operate with each other and are proud of what they can do. This is having a positive impact on their progress. However, there are a few Year 3 pupils who are not yet conforming to the schools' expected code of behaviour but their teachers do work hard to help them respond positively. At the upper end of the key stage, pupils use their initiative to solve problems and share their solutions with each other and their teachers with growing confidence and maturity.

81 The quality of teaching is generally at least satisfactory, with over half the lessons being good or better. Just under one quarter of these were excellent. This is an improvement upon the previous inspection. There was one unsatisfactory lesson. In the best lessons, teachers have excellent subject knowledge, high expectations of behaviour and use questioning very well to confirm their assessment of pupils' understanding. For example, "What do we know about the number 10?". Pupils responded to the question with a wide variety of answers, thus positively contributing to their own learning. Most teachers plan their lessons well, considering the needs of all abilities, including those who have special education needs. As a result, these pupils make good progress. In a small minority of lessons where planning is not quite so clear, teachers do not match work as closely as they could to the needs of their pupils. In Year 3, where teachers are focusing on establishing a good working environment so that pupils concentrate better, a significant proportion of the actual teaching time for mathematics is lost. Nevertheless, these pupils make steady progress. All teachers, adhering to the structure of the numeracy strategy, use the final section of their lesson very well to reinforce what has been learned and to clearly explain what their pupils will do next. For example, in a Year 4 lesson, the teacher used a new example to illustrate what her pupils had learned and clearly explained what would happen in the following lesson.

82 Teachers regularly and carefully mark their pupils' work, which is always dated. Much of their marking includes constructive comments so that pupils know what to do next to improve their work. Teachers ensure that their pupils present their work neatly and this also has a positive impact upon their learning. They give homework regularly. Support by classroom assistants and other adults who work with pupils with special education needs and other groups of pupils makes a positive contribution to the subject. These pupils, therefore, make good progress within the targets set for them.

83 The mathematics curriculum is broad and balanced. It provides a rich and varied experience for all its pupils. Not only do all teachers provide their pupils with basic number skills through challenging real-life problem-solving or investigative activities, but also there is a strong emphasis placed on the development of reading, writing, speaking and listening skills. These skills are used and developed effectively in other areas of the curriculum such as science and design and technology, so further enriching pupils' learning, however information and communication technology is less well used to support numeracy. The experienced co-ordinator has a very clear view of the curriculum. Although some monitoring of teaching and planning has already taken place, he is aware of the need to develop this further to offer greater support or advice to his colleagues. The school has made a sensible start in creating a portfolio of pupils' work which teachers can use to compare and measure progress in their classes. There are good links established with the secondary school. For example, Year 6 pupils have successfully worked on a commendable project, initiated by the Year 6 teachers, the local secondary school and shared by other primary schools. This is passed on to the secondary



school, which further develops the project so that these pupils' skills are extended in this investigative way. This way of working enhances pupils' social and personal skills.

## SCIENCE

84 Standards of attainment in science match the national levels for 1999. Standards in lessons observed meet age related expectations. Progress in most lessons is now good for all pupils, including those with special educational needs.

85 In the 1999 national tests, pupils' performance in science was close to the national average for all schools. The performance of girls exceeded the national average, whilst that of boys was slightly below. In comparison with similar schools, performance was below the national average. Over the four years 1996-99, the school has broadly matched improvements in science nationally. The results of the most recent tests appear to have improved although at the time of the inspection there was no national data with which to compare.

86 Most pupils in Year 6 are attaining standards that match age related expectations. They have a satisfactory understanding of investigative methods and apply this effectively in lessons. Pupils know the principles of a fair test and apply them effectively. For example, when examining the effects of friction, they take care to ensure that only one variable is included in their test. Pupils handle equipment correctly, such as when using a Newton-meter to measure force. They record their results accurately and most offer reasoned explanations to these, although there is some variation in the quality of their responses.

87 Pupils have satisfactory levels of knowledge across the curriculum. They study the habitats of different species; for example, comparing the desert rat with the seal. Pupils use investigate methods well to investigate the effects of light upon plant growth. They classify gases, liquids and solids appropriately. They investigate the water cycle and conduct accurate tests to separate out salt. Pupils investigate the properties of light and sound, using carefully constructed experiments. They time the rate of falling objects, to calculate the effect of wind resistance. As pupils move through the school there are clear signs of good progress being made in many lessons. Work is consolidated effectively; for example, in the study of materials and forces.

88 Most pupils are well behaved and attentive. Good teaching and the emphasis on investigative work, which clearly interests them, motivate them well. They develop positive relationships with one another and staff. Pupils often co-operate effectively to conduct investigations and discuss results. All of this helps promote an effective learning environment.

89 The quality of teaching is good. There is a strong emphasis upon investigative science, which is firmly established in planning. Staff possess secure knowledge and understanding. They promote a subject vocabulary well, use good questioning skills and challenging methods. Good use is made of limited resources and pupils are effectively managed. Examples of good practice include; the use of a puppet to consider dental care and experiments with parachutes to measure wind resistance. There is consistently good pupil management that swiftly deals with incidents of poor behaviour and ensures a good lesson pace is maintained. This overall improvement is underpinned by the clear focus upon investigative science, which underpins all areas of the curriculum. The impact of these improved methods is to maintain a good learning environment in which pupils clearly know what is expected of them.

90 The science curriculum meets statutory requirements well and contains many enriching experiences. It provides a balanced coverage across all attainment targets. A good scheme of work is now in place which includes a clear focus upon investigative work. This effectively addresses a major concern raised by the previous inspection report. Assessment procedures are sound and inform planning effectively. The information gained from assessment is not yet used sufficiently to set precise

targets for individual pupils. Further work is planned to develop these. Appropriate projects have been developed which target able pupils and develop thinking skills. The subject promotes literacy and numeracy well; for example with the use of scientific vocabulary and measurement. Increasing use is made of information and communication technology; for example to link sensing equipment to the computer.

91 The co-ordinator provides good leadership. She has developed a clear action plan with carefully considered priorities. Science is under-resourced, for both investigative work and the study of forces. Despite this, there are significant curricular and teaching improvements in place that are having a positive impact upon standards. The overall rate of improvement for this subject, achieved since the last inspection report, is very good. The resources are improving but are currently unsatisfactory and not sufficient in quantity.

## **ART AND DESIGN**

92 During the inspection lessons were only seen in Years 5 and 6. This is because music, and art and design alternate in half term blocks. No art lessons were therefore observed with the youngest pupils. However, evidence from the work pupils had done in the past and the records the school has kept means that a judgement on standards can be made. The standard of work matches that which is expected for pupils of this age. Pupils make satisfactory progress throughout the school.

93 By the end of Year 6 pupils have had experience of using a variety of artistic techniques. Year 3 pupils have looked carefully at the daffodils in vases and have painted them accurately. They have used wax crayons to illustrate the patterns of the bark of a tree. They have used paint well to illustrate the appearance of bad weather. Pupils in Year 5 work carefully when they look at the objects they have collected. They use a cardboard frame to concentrate on one part of the collection and use pencils, pastels, crayons or paint to portray what they see. Pupils in Year 6 have linked their art to other subjects of the curriculum. They have produced work based on Greek art, including pottery. They have used Batik techniques to decorate T-shirts and used colour effectively to paint the dramatic effects produced by volcanoes. When studying the Tudors, pupils produce good quality portraits using pencil sketches and collage using cloth and other materials. They have produced good quality paintings based on those of the Australian Aboriginal people. This has not only developed their painting skills but also increased their understanding of other cultures.

94 Pupils' attitudes to art and design are very positive. They enjoy the subject and work well, often planning their activities themselves. In the small number of lessons seen teaching was always satisfactory or better. Teachers have a secure subject knowledge and prepare their lessons well. There is a good scheme of work to support teaching. The subject co-ordinator has a clear understanding of her role. There are adequate resources to cover all the areas of the scheme of work. Displays in classrooms generally link artwork with other subjects of the curriculum. For example, historical displays often include good quality painting and drawing such as the Tudor portraits in Year 6.

## **DESIGN AND TECHNOLOGY**

95 Design and technology is now well established in the curriculum and statutory requirements are met. Pupils make steady progress and they achieve satisfactory standards. Designing and making skills are systematically developed throughout the school and pupils are encouraged to present their work in a creative and investigative way. This is a marked improvement since the last inspection.

96 In Years 3 and 4, pupils use their designing and making skills satisfactorily. For example, they have used a variety of materials to make minibeasts, joining the parts with glue, split pins and other substances. They use decorative techniques to achieve a well-constructed and finished product. They record their task systematically, planning clearly with labelled drawings and evaluating what they have or have not achieved. In one Year 4 lesson, pupils were observed experimenting with the material and sounds of a variety of musical instruments. This was a well-planned lesson, clearly used as an introduction to their next lesson where they were to design and make an instrument of their own choice. They understood that sound is made from vibrations. In Years 5 and 6, pupils gain experience of food technology, for instance, collecting and listing ingredients to make crab apple jelly. This lesson was carefully linked to their topic on the Tudors, as they studied the types of food available at that time. Their preparation of ingredients and cooking paid due regard to safety and hygiene. They have successfully designed and constructed bridges, after a school visit to Goole, after watching a video on this subject and using the Internet to conduct their own research. The construction of these bridges, particularly that of Sydney Harbour, indicates the steady progress that they have made. They are able to design good models of, for example, a swing-bridge, and have successfully constructed these, using wood, string, glue and other appropriate materials to produce sturdy models of which they are proud. They have assembled and painted them carefully. Their designs and calculations are well thought out, clearly labelled and evaluated. All pupils are encouraged to talk about their tasks and most can clearly articulate what they are learning, indicating steady progress.

97 Teachers plan their lessons well and they have sound subject knowledge, thus fully addressing the issue in the previous inspection. In the best lessons, teachers carefully assess their pupils' progress by using skilful questioning. For example, "What do you think we should do first?". When a Year 4 teacher suggested to pupils that they might just "go off and make something", one pupil replied, "We wouldn't know how to construct it without a design!". There are good links with other areas of the curriculum such as literacy, numeracy and history. Pupils' attitudes are positive and they are well behaved. They listen carefully to each other and to their teachers. They enjoy their lessons and work well together, sharing resources amicably, further developing their social and personal skills. Pupils with special educational needs make steady progress within the targets set for them.

98 The school now has a policy that is proving useful to all staff. The head teacher, who is the co-ordinator, has produced a useful scheme of work that identifies appropriate tasks and activities. The curriculum is now broad and balanced and meets National Curriculum requirements. Resources are sufficiently adequate to meet the demands of the curriculum. All issues from the previous inspection have now been addressed and this is a marked improvement for the school.

## **GEOGRAPHY**

99 Standards of attainment broadly meet age related expectations for the eldest pupils in school. Progress in lessons is satisfactory for all pupils, including those with special educational needs.

100 Most pupils attain satisfactory standards by age 11. They acquire appropriate skills in map work; for example being able to interpret different symbols in a key, understanding compass direction and plotting position using four-figure co-ordinates. Pupils can use an Ordnance Survey map effectively to identify differing features and plot a route. They gain appropriate skills in using statistics; for example in reaching comparisons between contrasting localities. A useful study is completed, comparing Pocklington with Whitby. Pupils demonstrate a sound understanding of differing land use, economic circumstances and geographical features, such as coastal erosion. A study of world rivers enables pupils to compare different countries. These include tracing the course of the Mississippi and the Yangtze rivers to consider how each influences national economies. As pupils move through the school they progressively develop an appropriate range of geographical skills. For example, in Year 4

they become confident in using two-figure co-ordinates and use these to locate various features on a map.

101 In the lessons observed during the inspection most pupils demonstrated positive attitudes to their work and behaved well. Pupils' attitudes and behaviour are mainly good, although a small minority of pupils have poor attention spans. Most work effectively on collaborative activities, such as sharing the large Ordnance Survey maps when identifying features on them. They gain confidence in their social skills through taking part in educational visits.

102 The quality of teaching is mainly good. Class teachers have a secure knowledge and understanding of geography and use resources effectively. This enables pupils to learn effectively at a good rate. Questioning skills are well developed and their careful use makes pupils think and lead to some relevant responses. Pupil and task management is carried out effectively. Very good relationships exist between staff and pupils. All this promotes a positive learning atmosphere in which pupils are able to progress well. Occasionally some lessons lack challenge for more able pupils, however, medium term planning indicates that this is addressed as the term proceeds. The impact upon learning is positive and in most lessons observed progress was good.

103 The co-ordinator is enthusiastic and promotes the subject actively. The curriculum is sound and achieves a good balance between skills development and knowledge. It offers good opportunities for enrichment, through educational visits; including a residential in Whitby. Geography supports the development of numeracy well; for example, through map work. Support for literacy is adequate; for example, in writing accounts of educational visits. Resources are good and support teaching effectively. Whilst lesson planning is monitored, the monitoring of pupils' work and teaching is under-developed.

## **HISTORY**

104 Pupils achieve well in their learning and by the age of 11 many attain above the levels expected for their age. They have a good grounding in developing the skills of historical enquiry, know that written sources need to be interpreted with care and can be biased, and use artefacts well to try to find out about the past. They show empathy for the people of past times and are aware of how and why some things change and others do not.

105 Although only two lessons were seen during the inspection the analysis of pupils' past work, teachers' planning and records and discussion with staff and pupils shows that pupils are taught well and many produce some good work in history topics. Pupils gain awareness of how to ask historical questions through well-planned topics that are based on national guidance. This ensures work increases in challenge as they move through the school. Pupils develop their understanding of the differences between the past and the present by comparing Britain since the 1930s and presenting their findings in their own well-researched booklets. They use literacy skills well to write instructions on how to erect an Anderson bomb shelter, or write a weekly shopping list that shows a good awareness of the constraints caused by rationing. There were good links with food technology as pupils followed a wartime recipe for 'Woolton Pie' and after a tasting session wrote up the instructions carefully. One gave the view, "I quite liked it but felt a bit sick later". Others liked the vegetables while some bemoaned the lack of meat!

106 By the end of Key Stage 2 pupils are aware of how sources of evidence can inform them of the past; for example pupils in Years 5 and 6 use the Internet, books, photographs and objects to develop their knowledge. In their current topic on Henry VIII, pupils in Year 5 find out about Henry as a person by studying the Tudor Chronicle, other first hand accounts written by contemporaries and

in letters written by Henry. Pupils responded well to using the school's new information and communication technology suite to locate web sites on the Internet to access information that would give clues to the king's early life and his character as a young man. They were not impressed by the thought that he was proud of having a 'whipping boy' to be punished when he did wrong. In a good lesson, Year 5 pupils carefully interrogated a painting of the visit of the ambassador to Henry's court and gave their own interpretations of what the characters such as the princesses Elizabeth and Mary might be saying. Pupils deepen their understanding of this period by using books and accounts of life in the Tudor court to find relevant words and phrases that give a key to the major events in Henry's reign. Throughout Key Stage 2 pupils develop a good knowledge about the periods they study and acquire a good understanding of historical vocabulary. They organise, evaluate and present information derived from historical sources well. Many use skills in art and design to enhance their work.

107 Only two lessons of history were observed during the inspection but evidence from these lessons and from completed work shows that the quality of teaching is good. Teachers have secure subject knowledge, are enthusiastic for the subject and make effective use of a number of resources such as books, photographs, objects, CD-ROMs and the local community. Pupils' responses are good and they enjoy the way history is taught. They concentrate well enjoy the good opportunities to develop their investigative skills and participate willingly to discussions.

108 The curriculum is well planned and ensures that pupils experience a range of history topics. The school uses visits to places of historical interest to support learning. For example pupils visit Eden Camp to study life during the Second World War. The co-ordinator has good subject knowledge and supports colleagues well but has few opportunities to monitor work throughout the school.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

109 Standards of attainment are below national expectations at the end of Key Stage 2. New equipment is very recent and although pupils are gaining experience in using computers many have gaps in their skills in using information and communication technology (ICT). Progress through the key stage varies but is broadly satisfactory. There is now good progress in some lessons with the potential for raising standards over the longer term. Pupils with special educational needs make sound progress. This is a significant improvement in comparison with the previous inspection report.

110 Most Year 6 pupils currently attain standards that are below age related expectations. They are competent in a number of basic skills for word processing. They lay out text, edit and save; for example to devise a historical curriculum vitae or write war poems. Pupils are less secure in more complex routines; for example, in changing the font when editing text. Those pupils who are more familiar with personal computers use their skills well. They send e-mails to pupils overseas and put together the school magazine, 'Junior Press'.

111 Older pupils are beginning to use ICT more widely to support their work across the curriculum. For example in science, they research growth in plants and enter data to display their results through differing styles of graphs. Pupils know how to interrogate information. They use CD-ROMs or the Internet to support their studies effectively. Some good work is accomplished in researching the Tudor period. Pupils use 'clip-art' to design covers for their work. In a good example of this, imaginative designs advertise the 'art week'. Currently, many older pupils lack sufficient experience in control, monitoring and modelling. They are beginning to use sensing equipment appropriately as part of an environmental water study.

112 With the establishment of the ICT suite, younger pupils are gaining new experiences. For example, they conduct a survey amongst pupils on 'football in the playground' and display the results graphically. They write Haikus poetry (from Japan) and use word processing skills to support a display about Whitby. These pupils are gaining experience of routines that support a range of tasks. For example control and modelling is being introduced into the Year 3 and 4 curriculum.

113 All pupils are beginning to recognise the specific demands upon working habits and behaviour in the ICT suite. Most are responding well, working co-operatively in pairs and some are beginning to demonstrate good levels of independence. A small minority of pupils have yet to adjust to these demands and a significant number of pupils in Year 3 do not yet possess sufficient listening skills to fully benefit from the wide opportunities provided.

114 The quality of teaching is mainly satisfactory, with examples of very good teaching in a few lessons. The small amount of unsatisfactory teaching results from difficulties in pupil management. Where teaching is very good, staff use their secure knowledge and understanding of ICT effectively to set challenging tasks and establish good lesson pace. For example, in Year 4, carefully sequenced instructions and challenging questions enable all pupils to progress rapidly, learning new routines and consolidating skills. In Year 6, well-organised routines, coupled to skilled pupil management ensure most pupils make rapid progress in editing text. Teachers are keen to develop their skills and make good use of the new facilities. At times there is an insufficient match of task to ability. This can slow the progress of more competent pupils. The standard of teaching is improving rapidly, bearing in mind that some staff have had to transfer their skills from one computer system to another. The impact upon learning is just beginning to emerge, but already there are signs of significant gains being made.

115 The school meets all statutory requirements now that the new facilities are in place. A rich curriculum is being offered, with the potential for further growth. It provides good support to the development of literacy, numeracy and most other subjects. Currently, however, there are no dedicated resources for pupils with special educational needs. Assessment procedures are unsatisfactory, as they do not provide a clear picture of attainment. The new co-ordinator is knowledgeable; she possesses a clear view of future priorities and provides good leadership. Training for all staff will take place shortly. Accommodation and resources are very good.

## MUSIC

116 During inspection only Years 3 and 4 were being taught music. This is because music, and art and design alternate in half term blocks. No music was therefore observed from the oldest pupils and therefore a judgement on standards of attainment could not be made.

117 However, the work being done by the younger pupils suggests that they are making satisfactory progress and working at an appropriate level for their age. Pupils in Year 3 accurately beat in time to the music they sing. They sing their sea shanties in time and generally in tune. They are beginning to work in two groups accurately singing alternate lines.

118 Pupils in Year 4 also work on sea shanties. They develop earlier work to accurately identify which songs go with which working activities on the sailing ships. They recognise which parts of the songs would be sung by the sailors and try to recreate the way they think the sailors would have sung. They match actions, such as raising sails, to the beat of the songs.

119 Some of the musical activities in classrooms are linked to other subjects. Pupils in the younger classes are beginning a design topic which will eventually mean that they will make their own musical instrument. They begin by looking at the instruments they have in school. They identify instruments which are scraped, hit or shaken to make their sounds.

120 Pupils generally have good attitudes to musical activities. They join in the singing willingly and enjoy using the instruments. Teaching, in the small number of lessons seen, was always satisfactory or better. Teachers have good subject knowledge and use resources, such as pictures of activities aboard ship, to sustain pupils' interest and concentration.



121 Almost fifty pupils choose to sing in the school choir, which meets at lunchtime. This group is taken by a parent volunteer who uses her musical skills well to encourage pupils to produce good quality singing. They perform a lively and musical version of “Hand Jive” with obvious pleasure. A small number of pupils benefit from the opportunities they are given to learn to play musical instruments such as strings and brass.

122 The school is well resourced with enough instruments to enable all pupils in a class to join in the activities.

## **PHYSICAL EDUCATION**

123 Most pupils attain standards that meet the levels expected for their age by the end of Year 6, with some who attain more highly due to the skills learned in well-taught after school clubs. The school provides a good range of extra-curricular sporting activities that include netball, football, rugby, athletics, cricket and rounders according to the season. These activities are very well attended and school teams compete successfully in tournaments and inter-school events. The skills learned in these activities are used to improve performance in physical education lessons. Standards are similar to those identified in the last inspection.

124 Pupils in Year 3 have recently entered school and are beginning to understand the term ‘stamina’ through practical tasks to test the impact of different activities on their heart and lungs. They worked hard in groups and walked around the hall, ran on the spot, jumped from side to side across a line, touched or passed a ball from person to person. Each activity was performed for one minute and pupils were able to realise the impact of each exercise and to realise that they had different levels of fitness but that stamina can be improved through exercise. Pupils in Year 4 build on this work; they performed well as they developed strength and stamina through a good warm up. In a well-taught lesson the teacher maintained a brisk pace and ensured that his high expectations for work and behaviour were clearly understood by the pupils. They showed good control in throwing and accurately aimed a ball at a target. Hand eye co-ordination is good and pupils know they need to ‘keep an eye on the ball’. In Year 5, pupils achieved well as they practised passing a ball to partners while moving about and Year 4/5 pupils made good progress in their warm up as they worked in pairs to practise a variety of ways of throwing and catching. They practised different passes and began to show a sound understanding of the need to ‘shadow’ an opponent in order to intercept a pass. The teacher intervened well to refine pupils’ skills although some explanations were too lengthy and pupils began to fidget. However, there were good opportunities for pupils to play a ‘mini’ game that showed how they could apply their skills to the formal game of netball.

125 Subject expertise is often good although the co-ordinator plans more training to support staff confidence in teaching dance. Most lessons had good pace and the sequence of activities contained increasing challenge. Teachers set high expectations of work and behaviour and manage the pupils well. The pupils show a clear understanding of what is expected and respond well in most lessons. They show increasing levels of control and co-ordination as they work to develop their ball skills and know how to apply these in formal games. They learn well through good opportunities to watch each other’s work and to improve their own performance.

126 The school has adopted recent national guidance and teachers’ planning ensures that pupils have opportunities to watch each other’s demonstrations, to evaluate what they see and to refine their own performance. They plan for a sound balance between direct teaching and opportunities for pupils to practise their skills. The school sets a high priority on pupils learning to swim and by the time the pupils transfer to secondary school, most achieve the National Curriculum requirement in swimming and many swim well. Two well-qualified members of the school staff work with instructors at the pool

to teach swimming and this has a positive impact on pupils' progress and attainment. Pupils have a sound understanding of the effect of strenuous activity on their bodies and understand the need to warm up and cool down after exercise.

127 The co-ordinator has a good understanding of the subject and offers effective support to other teachers. Although she has identified dance as an area for development she has no opportunities to work alongside colleagues in order to support them or gain a view of what is needed. She works well with colleagues to ensure a good range of extra-curricular activities. For example, the school is a member of the Wolds Sports Association and pupils regularly take part in organised events that include a carousel of activities. They are involved in the district sports and attend 'tag' rugby, football and netball competitions. There are opportunities for pupils to take part in outdoor physical activities during the residential visits organised for Year 6 pupils. The school has a satisfactory range of resources although more taped music is needed for teaching dance. Resources are well managed and pupils act as monitors to keep equipment tidy. Accommodation for physical activities is mainly satisfactory; the school has sufficient hard surfaced areas and access to a nearby field.

## **RELIGIOUS EDUCATION**

128 By the age of 11 pupils' standard of attainment in religious education meets the requirements of the Locally Agreed Syllabus. Pupils have a satisfactory knowledge of Christianity and other world religions such as Hinduism, Buddhism and Judaism, which is taught in the infants' school from which the pupils transfer. This was agreed after useful liaison with the infants' school when it was discovered that Judaism was taught in both schools.

129 Pupils make at least satisfactory progress and achieve good levels of knowledge and understanding in religious education. Their knowledge about Christianity and Bible stories is sound. They can contrast celebrations such as Easter and Eid and are aware that Buddhists and Christians share similar values such as kindness and generosity. Pupils in Year 3 build on their earlier learning to develop their understanding of religious rituals by looking at the regular patterns in their own daily activities. They learn about the importance of promises and have a sound understanding of the promises made by Godparents at a christening after looking at photographs and artefacts such as a christening robe. They know about religious books and objects special to Christianity such as the font, a cross and candles. Pupils in Year 5 discuss their understanding of the word 'community'. They use examples from their own experience to name groups such as choir, sports clubs, guides and school. They know the importance of rules in any community and worked well in pairs to devise rules for a chosen group. They are beginning to apply these to the ways in which religious communities are organised.

130 By the time they are in Year 6 pupils are able to volunteer thoughtful ideas about the qualities of Jesus and why people followed Him. In a very well taught lessons they each drew their own impression of how Jesus might have looked and realise that each person has their own ideas. They understand that it was Jesus' qualities that caused people to follow and suggested 'It was His heart that made them follow'. Another pupil stated that it was because 'Jesus was prepared to die for us'. Pupils listened carefully to their teacher and each other and respected each other's views. Teaching is mainly good and enables pupils to achieve well in this subject so that many pupils attain above the expected levels for their age by the end of Year 6. Pupils have a good knowledge of the places of worship and the key symbols of a range of religions including Christianity, Hinduism and Buddhism. There are good opportunities for pupils to develop their speaking, listening and writing skills and thoughtful links are made between religions and the pupils' own daily lives.

131 Lessons are well planned and prepared and pay good attention to the objectives as set out in the Locally Agreed Syllabus. Teachers use a good range of resources to make lessons interesting and tasks challenging. As a result the pupils are attentive, have positive attitudes and concentrate well in most lessons, although a significant minority of Year 3 pupils, who have just joined the junior school, do not listen well and have poor attitudes to learning. Teachers question pupils thoughtfully about the similarities and differences between Christianity and other world religions. This leads to pupils recognising and respecting individual differences. Older pupils in Key Stage 2 offer their own personal feelings and opinions, ask sensible questions and relate the issues raised to their own lives and experiences.

132 Religious education is well organised, led and managed by the co-ordinator. This is reflected in the improvement in the careful attention given to the long term planning to ensure that the school meets the requirements of the Locally Agreed Syllabus. The school does not take full advantage of opportunities provided in the daily acts of collective worship to reinforce the work done in religious education. However, she has little opportunity to monitor the effectiveness of teaching and learning or the impact of new curriculum guidance. Teachers enhance their lessons with well-chosen resources, such as those loaned by the Buddhist Centre and visits to local churches and York Minster. These help pupils to gain a better understanding of the special features of different religions. However, resources for religious education are mainly unsatisfactory, with too few books and artefacts.